

SCHOOL ACTIVITIES

The National Extra-Curricular Magazine

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VOL. VI No. 9

MAY, 1935

Table of Contents

Table of Contents	1	A Bibliography of Elementary School Life Activities	25
As the Editor Sees It	2	The Magic Troupe—A Science Play	28
An Experiment with Service as a Working Ideal—Marie R. Messer	3	John S. Brown, Jr.	
Early Extra-Class Activities in the Middle West—Riverda H. Jordan	5	Who's Who in Extra-Curricular Activities	32
Dramatic Participation for More Students	6	News, Notes, and Comments	34
Beryl DeHaven and Roland D. Deimer		Have You Read These?	35
Student Evaluation of Handbooks	7	Stunts and Entertainment Features:	
W. Lester Carver		The Last Council	36
Guidance in the Composite Home Room	9	Artists and Models	36
Ethel Henry		Something "New" in Minstrel Shows	38
A Small High School Newspaper	11	Games for the Group:	
Elizabeth Hill McFadden		A Sunrise Breakfast for a May Morning	39
School Assemblies—M. Channing Wagner	12	A Commencement Gathering	39
A Plan to Regulate H. S. Fraternities	15	A Gypsy Pateran	42
Eli C. Foster		A Hobby Party	43
Sell Your Schools—M. M. Feller	18	School Activities Book Shelf	44
A Commencement Based on Ten Social and Economic Goals—Eugene P. Bertin	20	Comedy Cues	46
		Classified Index to Volume VI	47

Published Monthly from September to May by

SCHOOL ACTIVITIES PUBLISHING COMPANY

1013 West 6th Street

Topeka, Kansas

Single Copies, 25 cents

\$2.00 per Year

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under the Act of
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As the Editor Sees It—

Some schools are now flirting with the idea of using marks for rating pupil-success in extra-curricular activities. This is but natural, of course, when one remembers our long established practice of using them in academic subjects. Personally, we believe that this represents a misuse of energy in an unjustifiable cause. And we offer three good reasons for our position: (1) the utter impossibility of such ratings when one considers that many of the proposed objectives and values of extra-curricular activities are not immediately visible; (2) the danger of substituting interest in marks and credits for interest in activities; and (3) the fact that there is now a trend towards the elimination of marking systems in the regular curricular subjects. Let's center our attention on the students' needs and the activities and forget the marking procedures.

In a Pennsylvania college recently the students originated and the faculty approved a plan in which the dating privileges of co-eds are based upon the marks they make in their academic work. Thus an "A" student may have four dates, a "B" student, 3, a "C" student, 2, and a "D" student only one. This is certainly motivating the curricular by the extra-curricular with a vengeance. We'll watch it with interest and later, if we can get it, have an article on how it worked—if it did.

School administrators and faculty committees are now busy working out the details of curricula, schedules, programs, courses, books, reference and illustrative material, etc, for next fall. Why should not the council, cabinet, committees, officers, and other groups and leaders be similarly busy working out the details of next fall's extra-curricular program?

There is now, more than ever before, an interest in character education. And out of this grows, inevitably, the old controversy concerning the relative merits of the so-called "direct" and "indirect" methods of moral instruction. With this argument we are not here concerned ex-

cept in one way—far too many individuals have come to identify extra-curricular activities with the "indirect" method and, because this has more popularity at present than the "direct" method, these folks favor activities because they offer opportunities for incidental education. While it may be true that there are more possibilities of educating "indirectly" than "directly," yet there are surely many, many opportunities in extra-curricular activities through which ethical living can be taught very "directly." In any case, favoring these activities only because they are "of value in teaching character indirectly" shows a lack of comprehension and perspective, to say the least.

Many school people have recently begun to dislike the term "sponsor." Perhaps some of the cause of this dissatisfaction is to be found in the common use of the expression in radio programs. If so, the dissatisfaction, although theoretically illogical, is nevertheless analogously justifiable.

Commencement—an appropriate time to emphasize accurate terminology. "Graduation" refers specifically to this single event, while "commencement" refers not only to it but also to all other activities and events relating to it. A senior "graduates," he does not "commence."

Further, why not, immediately following commencement, ask a definitely charged committee or a group of competent teachers, students, and patrons, to make suggestions for the improvement of next year's commencement activities and file these away for use at the proper time? All school teachers and administrators probably make mental notes of improvable spots, but, far too often, many of these mental notes have vanished by the time the next season rolls around. Perhaps this explains why so many assinine things are repeated year after year. A careful and detailed study, properly filed and later capitalized, should help to avoid some of these uncomplimentary repetitions.

An Experiment With Service as a Working Ideal

Marie R. Messer

THAT A CITIZEN should serve his country has long been considered axiomatic by patriots as well as by patrioteers. How he should serve it is usually outlined in the various civics courses he is required to take in school. He hears service extolled, advocated, and otherwise made tiresome, usually in the form of poetry he cannot understand. The result is that it becomes nebular to him: one with the Great Bear, the Southern Cross, or Orion's Belt. The philosopher who said that "an ideal is something which walks along with you, not up in the clouds," stated the point clearly and wisely. If service is to be translated into the action which its very name implies, it must be brought down to the earth on which the child lives. It must learn to speak his language, or he will have none of it. That service can be given meaning within the understanding of the child, that it can become a daily experience of his, was proved by the experiment outlined in this paper.

Gladstone Junior High School began its experiment with service when its citizenry voted to adopt as the school motto: "Tis Service that measures success." The attempt of the school citizens to define the terms of this motto led to the organization of a form of student participation in the government of the school wherein the development of tangible opportunities for service became the chief reason for that government's existence. Those responsible for the development of the program soon realized that, if the citizen's success in the life of his school-community was to be judged on the basis of how well he served, there must be provided in that school abundant opportunities for rendering service. To each student must be offered not only the encouragement to serve, but also the opportunity to engage in a definite service which he might successfully perform.

In the evolution of the student government idea, therefore, every feature of

school life which offered any possibility whatever of pupil service has been explored and developed along these lines. To call the attention of the citizens to all the opportunities which have been developed for them, the service groups have been differentiated from the other organizations by their name as well as by their purpose and work. Student groups which exist for the enrichment of the cultural, physical, manual, or recreational life of the pupil are designed "clubs." Groups, however, which are organized definitely to render a service to the school or community are called "squads." The clubs have the development of the pupil himself as their aim; the squads accentuate the ideal of unselfish service to the group. The citizens understand this distinction and join both types of organization.

The growth of the squad idea has resulted in the formation of an average of fifteen squads each semester, offering a total of more than 575 opportunities for service. An examination of the list of squads organized during the past semester will serve to indicate the nature of the service rendered to the school-community by these groups:

Costume Squad: stores, cleans, presses, and mends all theatrical costumes owned by the school; lends these to all school groups producing plays.

Daily Bulletin Squad: distributes the Daily Bulletin to each room each day.

Eighth Period Patrol Squad: maintains quiet and order in the halls during the Eighth Period. This period is an "opportunity period" provided at the end of the day for make-up work in school subjects.

Election Squad: assumes entire responsibility for the conduct of honest elections at the school polls.

Film and Mechanics Squad: takes charge of the clerical work and mechanical tasks connected with the presentation of motion pictures in the school.

Lunch Patrol Squad: patrol halls, cafe-

teria, and lavatories at lunch hour to insure order and cleanliness.

Make-up Squad: learns the art of theatrical make-up, and does the make-up work for all school plays.

Movie Squad: assumes responsibility for the student body during the three periods in which educational motion pictures are exhibited in the auditorium.

Morning Patrol Squad: patrols halls and lavatories from the opening of the school doors in the morning until school begins.

Music Librarians Squad: stores repairs, and distributes music books for assembly singing.

Office Squad: distributes school supplies to teachers.

Print Squad: prints report cards, programs, tickets, etc.

Safety and Sanitation Squad: directs traffic, maintains order, and insures cleanliness in the halls and lavatories during the passing of classes at the end of each period in the day.

Stage Crew: takes charge of all stage work for school dramatics.

Ushers Squad: supplies ushers for all performances of school plays, musicals, etc.

Each squad has a faculty sponsor. The membership varies from ten on the Stage Crew to 165 on the Lunch Patrol.

The squads perform the clerical and the police duties connected with the executive department of the school's form of student participation in government. This department consists of four school officers elected at the polls by the preferential ballot, of six appointive school officers chosen by the elected officers, and of ten members of the Cabinet. The citizens who serve in all these positions are the outstanding leaders of the school-community. The ten who are elective or appointive school officers are usually in the graduating classes; those who serve as Cabinet members are in training to run for school office the following semesters. These twenty leaders are responsible for correlating the work of the squad groups working under them. Their chief function is to see that the work of the government is carried on and that the student regulations are enforced.

The student regulations are made by the legislative department: Presidents' Council. This group consists of the twenty-seven home room presidents. Council, in addition to making the laws, studies

school problems, carries on campaigns for cleanliness, courtesy, etc., and trains the home room presidents in the fundamentals of parliamentary law. This group is the contact group between the home rooms, the "states" of the school government, and the higher departments of the government. It is "the voice of the people." As such, it provides its thirty-one members (the four chief elective school officers also serve in this group) with fertile opportunities for school service.

The third department of government, the Supreme Court, consists of the Chief Justice, a faculty member, and eight associate justices who are pupils of fine character, good judgment, and outstanding citizenship. These citizens try their fellow-citizens when they are sent to court charged with the violation of a student regulation. The accused has the right to bring his attorney and witnesses to court to establish his innocence. He is granted his "day in Court." In addition to the judges, there are clerks, secretaries, and marshals, so that a total of thirteen service opportunities exist in this department.

The unit of school government at Gladstone is the home room, the "state." There are twenty-seven such states in the school. They secure a voice and a vote in the government through their representation in Presidents' Council. Each home room has a corps of eleven elected officers chosen by the system of proportional representation. In addition to these eleven officers are the home room committees, on which practically all home room members may serve if they so desire. The home room, therefore, furnishes service opportunities to 297 citizens exclusive of those which exist on the home room committees.

This type of organization and this emphasis upon the development of service opportunities has resulted in the creation of more than 900 definite positions in the school's government exclusive of home room committees wherein citizens may render not lip-service, but the service of action: work. There are 1150 pupils enrolled in the school. The 250 not accounted for in the positions outlined in this paper are not by any means barred from service. They may work on home room committees, or in offices or committees of the school's sixty clubs; they may participate in assembly programs; they may take part in the athletic activities of the

school. There exists for each pupil in the school the right to hold some definite position of service.

Once the opportunities to serve are created, there is little difficulty in securing willing workers to fill these positions. Pupils of junior high school age are imbued with a natural enthusiasm, with a desire for action. They *want* to serve if the school will just give them a real service to perform. At Gladstone each semester, more than 500 pupils apply for membership on the Safety and Sanitation Squad, which is able to accept but 165 members. This high enthusiasm of youth,

this craving to do something, must be satisfied by the school in some normal way. Student government groups, this experiment of ours has shown, can and must provide more opportunities to satisfy the citizens' natural desire for action. By opening up avenues along which this spirit to do may run normally and sanely, the school is reaping a harvest in which benefits are derived by the pupil, the school, and the community at large. What better way of developing good citizens?

Marie Rita Messer is Director of Activities, Gladstone Junior High School, Pittsburgh, Pennsylvania.

Early Extra-Class Activities in the Middle West

Riverda H. Jordan

IN Monograph No. 26 of the *National Survey of Secondary Education*, dealing with non-athletic extra-curricular activities, the committee responsible for the survey reports its inability to secure any definite information as to the early development of extra-class activities in the schools of the middle western area. Thus it occurs to the writer that it might be rather valuable if the readers of *School Activities* could shed further light upon this situation.

The writer has a complete file of the early year books and other publications of the High School of St. Joseph, Missouri. The first year book in that school was a small pamphlet called *The Experiment*, gotten out by the graduating class of 1888. This pamphlet is unpretentious but has the merit of having a number of thumbnail sketches by members of the class and a particularly good Faculty heading. The classes of the school are listed, and we find influence of the academy movement in the naming of the classes. Instead of senior, junior, sophomore, and freshman, they are known as senior, middler, junior, and preparatory. Even at that time the preparatory class was divided into A and B sections. Another interesting feature was a statement of names of former mem-

bers of the class and "what became of them." In that day of larger elimination, it is interesting to note that there were twenty-eight members of the graduating class who received diplomas, whereas the "former member" list contains fifty-eight names.

The class book of 1889 is a more pretentious edition with heavy paper cover, photogravures of the faculty and photo-engraved topic headings, and we find that under the influence of a new principal several organizations have made their appearance. There were three literary societies, the Clonian made up of Seniors, the Adelpic of Juniors, and the Philomatheia of Sophomores. There was a glee club, made up of boys and girls, and a somewhat larger high school chorus.

There was an organized high school baseball nine, with the principal playing first base! There were also organized class nines, one representing the two upper classes and the other the two lower, and the scores of the interclass games are given. There was no football team nor, of course, other athletics at that time.

The two upper classes were organized with president, vice president, secretary, and treasurer. There is a class song, and songs for two of the societies, also infor-

mation regarding class statistics, future occupations, birthplace of members, religion, and a diary of events throughout the four years involving members of the class. The programs of class night and of commencement are also given.

The writer also has the official hand-book of this same school, gotten out by the Board of Education for the years 1893 and following.

In the hand-book for 1896, among general regulations are found regulations regarding high school societies as follows: "No society shall be formed at the high school without the consent of the principal." "Societies shall report to the principal the names of all officers immediately after every election." "Permission for the use of such rooms as the societies may wish to occupy must be secured from the principal and from the teacher in charge."

By 1903 two further regulations appear, first, "There shall be no organization in the school that does not have a charter from the Faculty," and second, "No high school society will be permitted to give a public entertainment during the last six weeks."

By 1905 another provision appears: "Entertainments to be given by any organization of the school must have the approval of the Faculty Committee on Entertainments."

The hand-book for 1907 has two further items: "Students are not eligible to membership in the literary and debating societies unless they are carrying some work leading to graduation. No student is eligible to such membership until he has at least seven full credits in a regular course of study."

To close the story in 1909 it is noted that the Board of Education has adopted a rule regarding conduct of societies in the school, and that the school handbook carries this statement of general rules of eligibility:

"No student is allowed to participate in athletic sports as the representative of the school, or to take part in public dramatic or literary entertainments or debates, who is not at the time of the exercises doing passing work in at least fifteen class room periods per week, and who has not done passing work since the beginning of the school year in at least three full studies. This rule does not apply to membership in the musical organizations of the school, nor to appearance

in public concerts given by such organizations."

Doubtless many other schools can present some evidence of rather definite organization of activities prior to 1910, including the late nineties. The writer wishes to mention that the Principal of the St. Joseph High School, mentioned at the beginning in 1888 and 1889, had come to that school from the Auburn, New York, High School and that, doubtless, Auburn had well developed activities which the Principal brought with him. It may be of interest to note that he was Dr. Frank Strong, later Chancellor of the University of Kansas, who died only last summer.

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DRAMATIC PARTICIPATION FOR MORE STUDENTS

Beryl DeHaven and Roland R. Deimer

The economic and social changes caused by the collapse of the present out-moded tax system has had deplorably ruinous effects upon many schools. In some instances, these changes pointed toward needed alterations in educational plans and practices. Educators trying to re-evaluate past practices and procedures in the light of present day philosophy find need for one such alteration to be paramount—to provide a greater diversity of avocational offerings to a more heterogeneous group of students.

Extra-curriculum, as well as curriculum, offerings are being scrutinized to determine their effectiveness in contributing to a well-rounded and more inclusive socialized school program. With this objective in mind, we discontinued the long established, annual Junior Class play, a play that was presented on two successive evenings. In its place we staged six one-act plays, three on October 26 and three on November 23. Each play was directed by a different member of our English staff. The advantages of this procedure were many.

The benefits accruing to the students were most numerous. With the old-type plan over a period of five years, we had served annually an average of nine students. The six one-act plays extended dramatic participation to forty-four stu-

dents. In addition to extending the opportunity of dramatic participation, four or five times as many received training in the allied activities such as make-up, costuming, stage-designing and advertising. Absences caused by exhaustion from rehearsing a long play were eliminated. Student failures, non-preparation of assignments, and lowering of scholastic standing often caused in former years were not evidenced this year.

The faculty approved the plan because: (1) This plan makes less work for any one director. (2) It alleviates the pressure exerted upon the director. (3) It dissipates the idea of a professional producer. (4) It facilitates the improvement of quality in dramatics. (5) It increases the available number of students having had some training in dramatics. (6) It makes a more economical presentation possible. (7) It disrupts school routine less.

The audience and parents declared this plan to be more satisfactory because: (1) The quality of acting was better. (2) The one-act plays were better adapted to the dramatic abilities and experience of Juniors. (3) A more extensive variety of entertainment was afforded. (4) The audience found a far greater range of appeal and interest in the one-act plays. (5) Two evenings of different entertainment were provided in place of one evening's entertainment given twice. (6) Home contacts and duties were not affected so much, because the individual student was not required to give so much of his time to the project. (7) Eighty-eight parents, rather than eighteen, saw their children trained to do a piece of acceptable acting.

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Student Evaluation of Handbooks

W. Lester Carver

ALTHOUGH the high school handbook was developed mainly for the use of the student, little has ever been done about securing a student reaction to this type of publication. Being prepared under close faculty supervision, and sometimes by the faculty only, the books often contained what was thought necessary for them and did not reflect the real life of the school as lived by the student body. Therefore this evaluation was made with the purpose of ascertaining just what students think of their books.

A questionnaire was made up for each school, 22 schools in 12 states, listing the items that appeared in their respective books in exact order and giving each student the opportunity of rating each item as to whether it was of "little value," "average value," or "great value" to him. A total of 6950 evaluations were received from 3245 girls and 3705 boys.

Because of the diversity of the contents of the 22 handbooks, the 22 different questionnaires presented a wide range of

items. For this reason and due to the fact that many items appeared in only two or three questionnaires and thus gave 1000 or fewer students an opportunity to rate the item, just those items which appeared in 10 or more questionnaires were included in the check lists.

Student evaluation may not be considered a perfect basis for an answer to the question, "What should be included in a handbook?" because in many cases what the student desires and is interested in may not be what he should desire or be interested in, but it is, at least, valuable in indicating student use. In examining the table it is noticed that more than half the items listed are given a rating of "great value" by 50 per cent or more of the students evaluating them. The item of "College Entrance Requirements," which is considered by McKown inappropriate material, is included in 14 of the 22 check-lists, and 58 per cent of the 3880 students give it the rating, "Great Value." This finding does not disprove the opinion

held by McKown but may indicate that pupils are interested in looking ahead more than the teachers are aware. The subject of "Clubs" is found in 19 questionnaires and is rated by 5742 students, with the largest group of them, 46.9 per cent, giving it a rating of "Average Value." This does not seem to be consistent with the fact that 344 of the 400 books contained the item and five per cent of the average space of the 400 books was devoted to it. This difference may be due to a number of factors including a small variety of clubs, lack of facilities and advisers, or lack of a definite club program. Another fact presented is that 24 of the 32 items received a rating of "Little value" or less of the students checking the items. This may not seem important but it does tend to show that the large majority of students tended to regard all items as of either "Average Value" or "Great Value." The item of "Requirements for Graduation" tops the list in receiving a "Great Value,"

rating from 77% of the 3994 students checking it. This is in keeping with the previous record that shows the item included in two-thirds of the 400 handbooks and yet only 21 per cent of the students rate it "Great Value." This is probably due to the student's lack of appreciation

of formality. The items "Daily Calendar" and "School Calendar" are rated of "Great Value" by 55 and 52 per cent respectively, and rated "Average Value" by 32 and 35 per cent respectively. This would seem to indicate that the students appreciate such orientation in times and

events. The list of "Faculty Members" is rated "Great Value" by 60% of the students showing that they recognize the part the faculty has in their educational system. "History of School" is rated "Great Value" by only three-eighths of the students evaluating it, which is probably explained by the fact that such information is not so immediately practical. "Yells" and "Songs" each rate "Great Value" by one-half the students evaluating and this is due, probably, to the fact that such items, after a short period of usage, are well memorized and hence need not be referred to again. The largest number of students evaluating an item was 6434 and the least, 2174, with the average number evaluating 4116.

The evaluating of the contents of handbooks by 6950 second-year high school students showed a greater tendency to rate items as of "average value" or of "great value" rather than as of "little value." One item, "Requirements for Graduation" was rated of "great value"

STUDENT EVALUATIONS OF ITEMS APPEARING IN TEN OR MORE OF TWENTY-TWO QUESTIONNAIRES

Items	No. Handbooks Containing Item	Number of Students Evaluating	Percent of Students rating the item as of		
			Little value	Average value	Great value
Athletics					
General	16	5101	10	32	58
College					
Entrance Requirements	14	380	13	28	59
Curriculum					
Program of Studies	11	2234	9	29	61
Directory					
Fire Drill	15	4346	15	30	54
Home Rooms	13	4004	16	52	33
Parking	10	3124	33	38	29
Grades					
Marks and Marking	12	3544	12	34	54
Report Cards	12	2968	15	33	52
Handbook Mechanics					
Foreword	14	3671	25	53	22
Index	15	4141	11	38	50
Historical					
History of School	13	3821	14	48	38
Songs	18	6185	11	38	51
Yells	17	5809	11	39	50
Honor					
Medals and Prizes	15	5097	13	36	51
Nat'l. Honor Society	11	3345	16	39	45
Quality Points	10	3063	21	42	36
Miscellaneous					
Assembly	14	4554	11	40	50
Cafeteria	14	3835	19	38	42
Lost and Found	16	4262	18	38	45
Principal's Greeting	10	2174	14	40	46
Organizations					
Clubs	19	5742	16	47	37
Constitutions	12	3496	12	36	52
Student Council	10	3472	16	44	40
Publications					
Newspapers	12	3711	13	37	50
Schedules					
Daily Calendar	20	5775	12	33	56
School Calendar	14	4337	12	36	52
Student Schedule Blank	12	3265	12	34	54
School Control					
Attendance	18	4309	16	39	45
Faculty Members	12	4053	9	30	60
Library	21	6434	10	34	56
Requirements for Graduation	15	3994	5	18	78
Supplies					
Lockers	16	3870	18	38	44

by three-fourths of the students. It is very evident that students are finding their books useful because of the high value they place on most items and that present day handbooks are coming closer to being a real ser-

vant and guide to the students.

W. Lester Carver is a teacher in the Union High School, Turtle Creek, Pennsylvania. His "The Material of the High School Handbook" appeared in **School Activities** last month.

Guidance in the Composite Home Room

Ethel Henry

THE HOME ROOM with a guidance motive has passed the experimental stage, and the type with an element of permanency seems to be the most effective. Since the Pennsylvania Carnegie Study and the Progressive Educational Associations both contend that the same subject teacher for three years is more effective, isn't it more imperative in the home room? Today schools and employers are more interested in records than in numerical marks, and so the personal record card should be regarded as the authentic one. This record will be of little value if many different persons try to evaluate the child, but the person who has had the student for three years should know the student intimately enough to give unbiased opinions of his personality.

Opponents to the idea are going to make complaints on the grounds that a group may get a poor teacher. If, however, a teacher cannot be developed into one who is guidance minded either through self training or training experience, he should be replaced by a young teacher who has had the training and who will be adaptable.

There are two plans—the composite and permanent home room—by which the students may have the same teacher for three years. In the permanent room the teacher starts with a room of Sophomores and keeps the same group throughout their high school course. In the composite home room a cross section of the school, composed of members of each of the three grades, is used. For example, a typical room might contain 17 sophomores, 14 juniors and 12 seniors.

Altoona (Pennsylvania) Senior High School has an enrollment of about 3600 students, and the administrators are con-

vinced that the composite room is the best way to take care of an over crowded school as well as to develop a democratic set up.

The permanent type has one advantage in that the students are of the same age, but it has almost insurmountable disadvantages in that the Sophomore classes dwindle to small Senior classes and groups have to be combined, thus losing the continuity. In composite rooms as dropouts occur Sophomores may be added to the group and every room is a cross section of the school population.

The home room in a school in which only one-third of the school population can meet at one time in the auditorium can be the place for announcements from the office as well as the place for student opinions and group projects from the students' world. This year in our Activities period class elections were held in about ten minutes of one home room period. Petitions had been out for each class, and the ballots were made up and counted so that each home room received a number corresponding to its number of students. The ballots were marked and, since each class is represented in a home room by one officer, the three officers counted the ballots and sent the results from their room to the office. All that was needed in the office of the Director of Activities was to tally the returns.

This type of room develops a spirit of helpfulness and unity rather than a class spirit. Each year the teacher has the cooperation of two-thirds of her room to help assimilate the Sophomores and acclimate them to their new environment. This process is aided also by a big brother or big sister movement and does away with the program of orientation which

the Sophomore room must have under the permanent type.

Remedial work has become a difficult problem in our large school due to large classes and lack of free periods on the part of the teachers. Altoona has found that her composite room is helping to solve the problem, aided by her attendance and scholarship charts. The scholarship chairmen of the rooms check report cards, each marking period as to number of subjects failed, and work out a percentage for the room. This is put on record cards by the mechanical drawing department.

Of course every student is anxious to have his room stand higher than the school average, and this procedure acts as an incentive for each one to accept his responsibility. The lessons of co-operation and helpfulness are immeasurable.

The trigonometry student is always willing to help the Sophomore who is having trouble with algebra while the advanced language student is having excellent training drilling the beginner. If several students are having trouble with one subject, a group project can easily be developed, with the teacher or an honor student acting as guide. By a few minutes conference between the subject teacher and the home room teacher the whole semester's work may be saved. For example a Senior girl is failing in English but when the home room teacher explains that English is not spoken at home and that the girl is very backward, the subject teacher sees the student from a different angle and the girl does passing work.

Programs are usually a source of controversy when the home rooms are mentioned, and opponents to composite rooms will naturally raise that question. This type conforms very easily to the newer trend of fitting the program to the room rather than having set office programs or one of entertainment.

Contrary to the belief of many adults, the average modern high school student is anxious to improve himself and to discuss problems of personality, manners, and vocations. The able teachers will formulate their own programs built upon suggested problems from the group. Altoona in former years had programs sent out from the office, but this year they are using a small book "Manners and Per-

sonality." This book gives a basis for discussion on the proper thing to do in school, society, or business. If the outside world feels this need for developing personal discussion, why fear it in the High School?

The person who still favors set programs on sportsmanship or the other seasonal programs forgets that many students in our modern high schools come from environments that do not teach the proper attitudes. How can the foreign mother discuss with her daughter the proper clothes for a high school girl? This question appears on three-fourths of our question papers. Can the average parent discuss self analysis with her child? The question is constantly asked however, "How can I tell if I am fitted for teaching or nursing?"

The teacher who attempts this type of program will be delighted to see how easily individual confidences can grow out of group discussions, as well as to see renewed interest in home rooms. The executive who is attempting to build a guidance set up will find that the composite room will help him solve his problems and develop a modern and effective plan.

Miss Ethel Henry is teacher of history at Senior High School, Altoona, Pa.

In civilization changing as rapidly as ours is, complete reliance can not be placed upon the education of the young as the means by which to prepare the individual citizen for successful functioning in society. Traditionally we have relied upon such education as constituting our preparation for the future, but this idea evolved in the old agrarian order in which life was relatively static. Then, it could be assumed that the future would be very much like the present and, for that matter, like the past; therefore educating the present generation of children in terms of our past experience would safely prepare for the future. The whole social order was committed to this idea; consequently the place of schools in it was easily and simply defined. The schools were merely to transmit to the young the knowledge, habits, customs, and attitudes that had been satisfactory in the past, with full assurance that they would be satisfactory in the future.—*Journal of Adult Education.*

A Small High School Newspaper

Elizabeth Hill McFadden

THE PURPLE AND GOLD, a weekly school paper, grew out of a high school junior's fertile imagination. Moreover, it was an invention of necessity. Each spring, as is the custom in a number of schools, the juniors of the Reserve (Kansas) high school entertain the seniors with a banquet. This affair demands, of course, a certain amount of money, and the junior class treasury was empty. Twice a year the high school students present a play, but the proceeds are distributed among three groups—the junior class, the senior class, and the athletic fund. Consequently, no group receives a large amount. As a solution to the problem one of the juniors suggested the publication of a school paper for Reserve high school, which has an enrollment of forty students.

A class meeting was called, and the new idea explained. The members were impressed with the responsibilities of the undertaking. Copy would have to be collected and edited after school hours, and ads and subscriptions would have to be sold. If the paper were once published the school and community would expect it regularly and on time each week throughout the year. But these suggestions did not frighten or discourage the class, and the organization of the force was begun. Editor, assistant-editors, and business manager were chosen. Around these three a tentative staff was built. The name, *The Purple and Gold*, inspired by the school's colors, was bestowed upon the infant paper, and the name has stuck, that is, for formal occasions. Colloquially, however, it has become *The P and G*, for, as one of the staff members remarked, with such a name it *had* to be a clean paper. The subscription and advertising rates were determined, and a school assembly was called. Since the school is a rural high school, the staff hoped to interest in the paper not only those in the town of Reserve itself but also those in the surrounding community.

The juniors' new project was explained in assembly and a subscription contest which was open to every one in high school was announced. The contest was

to continue for two weeks and at the end of that time the student who had sold the most subscriptions was to receive a cash prize donated by a Reserve citizen who was interested in the paper.

The paper was to be printed on a mimeograph which the adviser owned. According to the earliest plans, the paper was to be regularly a single sheet with printing on both sides. It was to contain news stories concerning not only high school happenings but town events as there is no local paper, editorials, feature stories, personals, and a column "The Snooper" in addition to ads of local merchants.

One hundred and fifty copies were printed the first week, October 4, 1934 and distributed free throughout the community. The paper was contracted to run for seven months, twenty-eight issues. The price was ten cents per month. To those who paid their subscriptions for the first four months was given a cover for the paper constructed of purple cardboard on which was printed ed both the name of the paper and of the subscriber.

In a few weeks a cartoonist was discovered in the high school. He was added to the staff. Now his cartoons appear each week and are a decided addition to the paper.

Another development then appeared in the ads. Several business firms changed from a plain three or four line ad to a larger one containing an illustration as well as straight reading material. This additional art work was facilitated by the construction of a home made mimeoscope a paper carton containing an electric light and covered with a plate of glass over which the stencil is placed for tracing the pattern.

The work of the business department was divided. One student was given complete charge of the ads, and another, the subscriptions. At Christmas time *The Purple and Gold* was presented by a friend with a printex plate for shading illustrations, also a letter guide to be used in ads and headlines larger than those which may be made on a typewriter.

The small one-sheet paper has grown into a two sheet edition containing four printed pages. The sheets are fastened together with a borrowed stapler.

Almost one hundred copies are distributed each week. The students receive their papers at school on Thursday noon and two juniors distribute the papers to other Reserve subscribers that evening. Students living in the country deliver to subscribers on their way home and about fifteen papers are sent through the mail to out-of-town subscribers each week.

The Purple and Gold has been the subject of considerable comment since its founding and has been highly commended. The juniors show more interest in the paper each week and the adviser, who received her A. B. in journalism, finds the

work intensely interesting. A great deal of encouragement has come from the high school principal and from the school board.

The Purple and Gold has made mistakes of course. Each issue brings to light the need for some new improvement, but on its pages appear poems, stories, essays, and editorials by students who never before desired to write or realized that they had the ability to compose anything worth printing. The community awaits the paper eagerly and the juniors have found that it is not only a delightful way of securing money, but, more than that, it's great fun.

Elizabeth Hill McFadden is faculty adviser of the staff of the *Purple and Gold*, Reserve High School, Reserve, Kansas.

School Assemblies

M. Channing Wagner

MAY DAY PROGRAM

The first program for May should be in the form of a May Day program.

Program

Theme: The Blossom Festival

1. The Blossom Queen's Maidens decorate the throne
2. "Welcome, Sweet Springtime"—Rubenstein, by the school
3. Garland Dance. At the close of this dance the girls should take their stand on either side of the throne.
4. Procession of the Blossom Queen and Attendants
5. Natural Dance
Balloon Dance
6. The Queen wishes a story; then is told "The Legend of the Arbutus"
7. Song appropriate to the occasion by the school
8. The Poet Laureate of the school is proclaimed and reads his poem to the Queen: "Springtime in (your state)"
9. Maypole dance
10. Singing of state song by the school

MOTHERS DAY PROGRAM

The second Sunday of May has been set aside in our country as Mothers Day. It would seem to be very appropriate that

an assembly program should be given in honor of this occasion. On this day the mothers should be the guests of the boys and girls. Careful consideration and preparation should be given to their reception. The following program is suggested:

Program

1. Tribute to all mothers, by a student
"God sent the birds and sunshine
To gladden the world;
He sent the foliage and flowers
Their radiance unfurled
He sent the June, the stars, the morn,
The pearly dewdrops sweet;
And then he sent you, mother dear,
To make it all complete."
2. Lullaby from "Ermine" by a chorus of girls
3. The Origin of Mothers Day, by a student
4. Famous Mothers in Art, by the students
Each picture to be shown and an appreciation of the picture as a work of art given by a student:
Madam Lebrun and Daughter....Lebrun
Portrait of Mother Whistler
Feeding her Birds Millet
5. Poem, "Mother,"—Edgar Guest, by a student
6. "Songs My Mother Taught Me," a violin

solo, by a student

7. "Wynken, Blynken and Nod"—Nevin, by a chorus

8. An Appreciation of Our Mothers, by a student.

NATIONAL MUSIC WEEK

The following program was given as a culminating activity in the Bayard Junior High school after studying the folk music of the different countries. The study of the folk music included the study of the geographical, historical, and climatic conditions of the country; the customs and modes of living; and the style of dress, etc. Large participation in this program was secured (197 pupils participated) and a spirit of cooperation was instilled throughout the school.

Prologue

As the curtain opens "Music" enters, attended by two sprites who ballet around her until she is finally seated.

Music speaks, "Music is the magic bond, etc.

First Sprite: "Oh Music, the children of many countries and from the far corners of the world are gathered without."

Music: "Let each appear and speak to us in song or dance, for music is the one language understood by all."

As "Music" finished her last speech the two representatives in costume from each of the different countries enter with a drill. When the drill is finished the representatives form a line down the sides and across the back of the stage. As each country is introduced by a sprite, the representative steps forward, gives a short sketch of folk music of that country, then steps back again into place. This is followed by the dance, song or other musical number representative of that country. The concluding dance, "The Virginia Reel," is indicative of America being the melting pot. It is done by the representatives from the different countries.

Each group is dressed in costume characteristic of its country.

Program

1. The Power of Music
2. Entrance of the nations—a drill with flags
 - A. British Isles
 - a. England—Morris Dance
Drink to Me Only with Thine Eyes
 - b. Ireland—Jig
Londonderry Air—Violin solo
 - c. Scotland—Highland Fling
Auld Lang Syne
 - B. The Netherlands
 - a. Norway — Norwegian Mountain

Dance

- b. Denmark—Ace of Diamonds
- c. Sweden—Bleking
Gustof's Skoal
- C. Russia
 - a. Volga Boatman (3-part song)
 - b. Russian Gypsy Dance
 - c. Folk Song in Russian
- D. Poland—Polish dance, accompanied by piano accordian
- E. Hungary—Csebogor
- F. Bohemia—Strasak
- G. Italy—O Sole Mio—vocal solo in Italian
Tarantelle
- H. Germany—Johnny Smoker—song in German
Hansel and Gretel—Dance
- I. France—Minuet
- J. America—Virginia Reel
Medley of the South (orchestra)

At the conclusion of the program the countries march off led by America and Uncle Sam, followed by Music and her attendants.

MATHEMATICS PROGRAM

The following assembly program was prepared by the Warner Junior High School pupils under the direction of Mr. Henry Hallet, instructor in mathematics.

Program

1. Opening Exercises: Reading of the Bible followed by Lord's Prayer, Salute to the Flag, Call to the Colors
2. A group of the 7th grade pupils come out on the apron of the stage each holding a large mathematics sign. Each sign has some symbol on it illustrating interest, geometry in designs, angles, circle, triangle, area, graphs, digit family, and geometry. Each student in turn describes in a few sentences, the symbol represented on his sign.
3. A short play—"Reading Wins His Case"—7th and 8th year students. As the curtain opens, Judge Arithmetic is discovered seated in his judicial chair. "Spelling" is the lawyer for the various school subjects. "Reading" is his own lawyer. The play is a court trial in which each school subject is tried by Judge Arithmetic.
4. Selection by the orchestra
5. Geometric Dance Constructions—8th year students. Twelve girls, dressed in red costumes and carrying wands, construct in dance arrangement different geometric designs and figures. The stage is flooded in red lights and the music is furnished by a victrola behind the stage curtains.
6. Accordion Solo
7. A play entitled—"Bobby Has a Dream"—

by the 9th year algebra students

ACT I—On the apron of the stage is seated Bobby behind a table, struggling with an algebra problem. He calls for his mother, but she is unable to do the problem. After trying again to solve the problem, Bobby falls asleep.

ACT II—The curtain opens and a hospital scene is portrayed in which Dr. Mathematics is the chief character, and the four nurses, Addition, Subtraction, Division, and Multiplication are busy at work. As the play progresses, the following patients are brought in and given treatment; Four Fractions, Four Decimals, Percentage, Square Root, and Thought Problems. As this act ends, Dr. Mathematics is prescribing the right kind of treatment and giving orders to the nurses.

ACT III—Bobby wakes up and finds that he does not have his problem solved yet. He tells his mother about his strange dream. Bobby is then sent to bed and his mother tries to do the problem. She calls her husband on the phone and succeeds in getting him to explain it to her. Then she rushes off the stage, calling to Bobby that *she* has worked the problem for him.

8. Singing of the Alma Mater by the Assembly.

VISUAL EDUCATION PROGRAM

The following program on visual education was also prepared and given by the pupils of the Warner Junior High School.

Program

1. Opening Exercises
2. Introductory talk by a responsible pupil on the general subject of glaciers and icebergs and a general comment on the first film.
3. Film I—Land of Shining Mountains

This film gives us a vivid presentation of a party of people making a tour of Glacier Park. Many beautiful scenes of the approach to the park and the starting of a tour northward are displayed on the screen. (A very pleasing effect can be had by turning on blue flood lights on the screen very dimly.)

4. A talk on the icebergs of Alaska followed by a short review of the second film.

5. Film II—Land of Shining Mountains

This film is a continuation of the first one and a scenic trip by movie is taken over several snow-capped mountains.

6. A short talk contrasting the climate of the north with that of the south and a general impression of the third reel.

7. Film III—Winter Sun and Summer Sea

This film is in direct contrast to the previous ones. It shows various pictures of our own state of Florida and the construction work of the C.C.C. boys. This film rather "brings you

back to earth" after viewing the other films.

The three films mentioned above are available from the Department of Interior at Washington, D. C. and are free of charge.

MEMORIAL DAY PROGRAM

It would seem that today as never before our pupils should have brought to their attention the necessity of peace and of trying to teach the present generation that it is their responsibility to build up those traits and attitudes that will tend to prevent war in the future. The following program is suggested for Memorial Day exercises.

Program

1. Song, "America," by the school
2. Poem, "Memorial Day" (found in Patriotic Programs for Patriotic Days), by a pupil
3. Origin of Memorial Day, by a pupil
4. Poem, "Memorial Day"—Joyce Kilmer, by a pupil
5. Dramatization: "The Little Faded Flag" (Atlantic Monthly 1908)
6. Lincoln's Gettysburg Address, by a student
7. Our Honored Dead—Beecher, by a student
8. Taps by a bugler
9. Pledge of allegiance to the flag, by the school
10. "Star Spangled Banner," sung by the school.

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one.

Teaching, as contemplated here, can no longer be thought of as telling somebody something; as imparting factual information, or as indoctrination; but rather it must be conceived as the organization and direction of study; as guiding students in the collection, classification, and critical examination of evidence; as preparing students to recognize and to think their way through the perplexing issues of our society; as affording them the opportunity of arriving at conclusions upon the basis of a critical evaluation of conflicting points of view.—Frank W. Hart, Professor of Education, University of California.

School Activities readers are urged to preserve carefully their back numbers. Orders for extra copies have already exhausted the supply of a few numbers.

A Plan to Regulate High School Fraternities

Eli C. Foster

(Continued from Last Month)

THE PRINCIPAL addressed the Tulsa high school thus:

I have decided after a careful study of the subject to discuss with you today the high school fraternity. I realize that there are very decided opinions among you. My chief object this morning is to give you first hand my opinions on this subject. Some of you know what they are. I have discussed them frankly with you. But because of the recent action of the board of education I feel that I am obligated to go into some detail with all of you. Many of you are perhaps not interested one way or the other but so many of you are vitally concerned and so many are pondering this question that I feel, as your principal, I should give you what I consider some sound and sensible reasons why I oppose high school fraternities.

I am not speaking from prejudice or without first hand information. I am a member of a college fraternity. I was active in fraternity life in college and I have attended national conventions and held the highest office in my college chapter. I was a teacher in Central High School at Springfield, Missouri for three years where, at that time, fraternities existed and were recognized as schol organizations. They had faculty sponsors and had full and equal privileges with all other organizations. That school has, however, since attempted to eliminate them and if they exist now they are without recognition and in violation of the rules of that school, although there is no law in that state against them.

I have served as principal of a high school where they did not exist and I have studied at first hand the situation in our own school. I have recently studied the anti-fraternity laws of the states and several boards of education and have examined court decisions.

I am saying this to emphasize the fact that I am not speaking to you today without a broad background of experience and study in this field.

Different methods and plans have been tried in many states and in many school systems to regulate these organizations but in so far as I can learn no school has attempted the plan now

underway in Tulsa. Therefore I wish briefly to give you the background of our thinking and to refresh your minds on this plan.

In the first place we recognize the right and the desire of high school students to band themselves together in companionable and congenial groups for wholesome social contacts. Second, we recognize the fact that the school, at present at least, is not able to satisfy all of these desires and needs. And we suggested ways by which organizations can exist without being in violation of what we believed to be the best interests of students.

Third, we have no desire to control or dominate all of the social activities of the high school boy and girl. We recognize that much of this should and must be handed over to the parents and organizations outside of the school. With these three principles as a background we have set up our present plan.

The basis of this plan is a set of criteria adopted by the Oklahoma High School Athletic Association. They are given above in this article.

The two most important things about these criteria are first, they attempt to eliminate the secret pledge and ritual. (I shall discuss this more fully later.) Second, they provide for adult sponsorship and direction.

I fail to see in these criteria anything to lessen the benefits from membership in an organization which conforms to them. They are an honest attempt to set up a plan whereby all of the benefits which may be derived from the fraternity may be realized without the objectionable features. It has made me very happy to know that a great majority of you have so accepted them.

You may be thinking, well, why bring it up then if most of us have agreed? Because some of you may need additional evidence to assure you that you have made no mistake. I hope to give you that before I have finished. Then there are some students still undecided and some have decided against the plan.

To those of you who have said no I invite your attention especially to what I am about to say. Think about these things and decide for yourselves. I have no desire to force you. If you do not decide of your own free will and on your

own judgment your signing must be of no value to you.

I have been interested in the plan because it gives us a definite basis from which to work. There has existed in our school what I have considered a very unwholesome situation. Because the fraternity had not been defined many who desired to be honest and above board in their activities had no basis by which they could judge. There were organizations which did not have to make a single change to conform to the criteria yet their members were in doubt as to whether they were in violation of school rules. This lead to some students staying out of activities and others under identical conditions participating. It resulted in some resigning from their organization before school elections and rejoining immediately after. In short all kinds of evasions, falsehoods, and subterfuges were practiced. Our plan provides a way out of this and sets up a standing where there need not be any doubt. The criteria are simple and plain enough for each one to understand. You know whether or not your organization conforms.

If you beat the game now it will be a deliberate act and not because you are in doubt. Some may be thinking, how can you keep me from signing the pledge card and then violating it? I believe that is a matter for this student body to handle. Those who do play fair will know those who do not and I believe they will make it known. But if you do get by with the old underhanded method you are the loser in the end. You will have your reward by developing a character trait known as falsehood or dishonesty. Be your own judge. It is written that "A man shall reap what he sows." For your own sake if you do not intend to abide by the letter and spirit of the pledge do not sign it. If you have signed and have any thought of violating your pledge get your card and tear it up.

I know there are some who do not like to sign pledges. Neither do I. But as I said in the School Life Wednesday I know of no other way to administer the plan. If you intend to sign and have not done so get your card in by next Thursday.

Now I wish to come more directly to the reasons why I think high school fraternities are not a good thing. And may I state at once that I think they are wrong regardless of whether or not there is a state law or a board of education ruling against them.

Think about this question for a moment. Why have states for many years had anti-fraternity laws for high schools; and why have boards of education had rules against them in states where no law existed? Is there something inherent in them which makes them an evil? Let's leave out the question of anti-laws and anti-rules and

look for reasons within the fraternity itself.

Earlier in this talk I referred to the secret pledge and ritual. To me therein lies an inherent danger. I could quote to you, if I cared to, some of the obligations and pledges which members of organizations that now exist or have existed in this high school have assumed. I have copies of them in my possession. I make that statement to show you that I am not guessing. I shall not quote exactly because I do not care to have them identified but I shall give you the ideas which they contain. They pledge the member to hold the organization sacred above all others. And some of them state specifically that the member shall violate all school rules if so ordered. In other words by the very wording of the pledge or obligation the fraternity comes first above everything whether it is right or wrong. It becomes the judge and jury and woe to him who is disloyal to the pledge. This obligation takes precedent over home and school. I say to you that the high school fraternity automatically sets up in the minds of its members a barrier between themselves and their school. Their loyalty by the very nature of their obligation must be divided, not only loyalty to their school, but too often loyalty to the home and all other institutions. Herein, my friends, lies the fundamental fault of the high school fraternities. And for this reason alone they are dangerous for you regardless of laws or rules against them.

Because of this inherent characteristic of all high school fraternities, the members in many instances develop an indifference to their school and get out of harmony with the ideals of the home.

I know what I am talking about. I could give names of students who have been victims of this barrier and of divided loyalty. Their high school careers have been wrecked or they have had only a small part of the benefits that they could have received. How do I know this? Students have told me so in their own words. Some have said, "I never stopped to analyze the trouble until I was through." Their point of view was warped because of a divided loyalty. They were not necessarily disloyal; they were unloyal.

I have an honest and sincere desire to help every individual in this student body to get the most and the best from this school. On many occasions as I have tried to help a student with his problem I have seen that barrier between me and the student. I could not break it down because I represented the school and his loyalty to something outside was in the way. His mind was set against any attempt I might make to help him. I am not saying that all fraternity members have been problems and that this is the

only cause for disloyalty. But I am saying that I have seen and experienced enough to convince me that it is the determining factor in many unhappy high school careers. And all because the student had sworn allegiance to an organization which threw him out of harmony with his school.

Let me state again the first objection to the high school fraternity. The secret obligation or pledge reacts harmfully upon the member. There is placed upon the obligation, by many members, a reverence and sacredness which leads them to extreme measures because of a misguided loyalty. There is much evidence that they use it wrongly. It is not good for a high school boy or girl to take an obligation which places him at variance with his school and in many instances his home.

A second reason that causes me to believe that fraternities are not good for you is the use often made of that exaggerated bond of fellowship which frequently limits the vision to a little spot the size of a fraternity pin. Members too often limit their friends to the close inner circle and thereby lose the value of friendships with many boys and girls which could broaden their experiences and enrich their lives. This is a characteristic of the fraternity and it grows out of the secret code and ritual.

The third objection which I wish to call to your attention is that in many instances there is no adult guidance or direction of the organization. I am not suggesting that adult domination is desirable. But I do say to you that every organization of high school people needs adult advice and help. You know that statement is true. I challenge you to name an organization without some adult help in directing its program which has not passed out of existence or found itself in difficulties and in conflict with the best interests of all concerned.

I know the credit manager of a large hotel in another city in this state. There are bills for dinners and parties put on at the hotel in the name of high school fraternities of that city which she cannot collect because no responsible person can be found. She made the statement that the fraternity members not only carry off everything that is loose but they get away with out paying the bill and she is unable to collect it. I have been called by individuals and business concerns in Tulsa stating that high school organizations owed them obligations which they could not collect. When I have asked them for the name of the organization they have given some fraternity of which perhaps I had never heard. But in most cases they insisted that the members were high school students and that I should do something about it. I have even had demands that I withhold the

diplomas until the obligation was met. In most cases I did not even know the names of the students concerned. These are only a few of the many examples I could give of what happens to organizations which have no responsible adult guidance. And by adult guidance I mean some one who is on the job and knows what is planned before it is carried out. Some adult who sits in at the planning and knows at all times what the organization is doing. No, there never has been a time and there never will be a time when high school boys and girls are beyond the need of adult assistance. And I am happy to say that the great majority of you recognize that fact and welcome the guidance and direction of older people, wisely given.

We hear other reasons given by those who oppose the high school fraternity but to me these three are most important and are characteristic of the organizations in general. Let me repeat them here for emphasis. First, the inherent dangers in the secret code and obligation. Second, the encouragement of too narrow a group of close friendships. Third, the lack of responsible adult guidance.

Because I have so much evidence that these evils exist and because I believe they are inherent in the nature of the organization, I am honest in my belief that the high school boy and girl is making a mistake to join a fraternity.

I read this week in the morning newspaper a headline to the effect that high school students in Tulsa had killed the fraternities. We know, of course, that some still exist here. I wish they did not. But it is beyond my wildest dream to think that all of you will believe what I say. It would be a great day for Tulsa and especially for Central High School if we could truthfully announce to the world that no fraternities exist in this great school. I would not ask you to do this just for the school but I know it would return great benefit to you. The youth of Tulsa has had a black eye throughout the country recently. Would it not be a glorious thing if we could send out the opposite advertising to offset that?

You can do that by qualifying under these criteria. This plan affords you an opportunity to receive the desirable social contacts without a divided loyalty. Let me urge you not to deny yourselves the privileges of participating in the activities in this high school. You will be turning down a most important educational opportunity.

I have confidence in high schools boys and girls as a group. No one can know you as I know you without having faith in the future. I also know many of your problems. I know that you are thinking and that many times you

(Continued on Page 31)

Sell Your Schools

M. M. Feller

BELOW IS sketched a very effective and workable device which will be of considerable aid in selling the schools to the community. The device was used as a Parent-Teacher program. It might be used as a special program or presented to any community gathering.

The program consists of a radio interview (without the radio, or mikes may be used to add color). The questions and answers are carefully worked out in advance. This gives an excellent opportunity for bringing out points and problems which should be better understood by the patrons. If handled diplomatically, it also gives opportunity for the healing of sore spots. All of the faculty members may be interviewed, as may the president of the student council, the cheer leader, editor of the school paper, captain of the team, and even the president of the P. T. A.

Below is suggested a brief program outline:

- I. Community singing, lead by the Music Director.
- II. Program
 - A. Superintendent or Principal acting as master of ceremonies.
 1. Introductory remarks and explanations.
 - B. Interviews
 1. Teacher
 - a. Questions
 1. Where did you receive your training?
 2. What type of certificate do you hold?
 3. What subject do you consider the most important? Why?
 4. How much money do you have invested in your education?
 5. What classes do you teach?
What other duties do you have?
 7. Do you enjoy your work? Why?
 2. Remarks by Chairman.
 3. Music by some school organization.
 4. Instructor of Home Economics.

a. Questions.

1. Question on qualifications.
2. Why is home economics an important subject in the high school?
3. What do you aim to teach the girls in your courses?
4. Why do you teach art and home decoration along with home economics?
5. Why do you consider it necessary for girls to study cooking in school when most of them would learn to cook at home anyway?
6. Please explain the school hot lunch system.
5. Music by the Music Instructor.
6. Supervisor of Music.

a. Questions.

1. What is the purpose of the music instructor in grades? How is this carried out?
2. Is there any age at which it is physically dangerous for a pupil to sing?
3. How do you select the members of your high school glee clubs?
5. What benefits are derived from a mixed chorus? About how many voices are needed? How are members selected?
6. Why is it difficult at this time to maintain a school orchestra? How could this be remedied?
7. Is it possible for a pupil to learn to play an instrument without devoting much time to practice?
8. Explain the N.B.C. Radio Music Appreciation Hour. Have you observed any improvement in the pupil's appreciation of music as a result of this Damrosch hour?

7. Remarks by Chairman.
8. Director of Athletics.
 - a. Questions.
 1. Question on training and qualifications.
 2. What are your duties? Exclusive of Physical Education and coaching, how many classes do you teach?
 3. What is the aim of physical education in the high school?
 4. What is your aim in competitive athletics? Do you believe in doing **anything to win**?
 5. What proofs do we have that training is necessary in most types of athletics?
 6. What methods do you use in teaching boys to train?
 7. Approximately how much extra do athletics cost the local taxpayers? (Explain that the activities are self supporting).
9. Remarks by Chairman.
10. Editor of School Paper.
 - a. Questions.
 1. How did you get your office?
 2. What are your duties?
 3. What benefits does your work bring you?
 4. What benefits does your work bring to the average student?
 5. What benefits does your work bring to the parent and patron?
11. Remarks by Chairman.
12. Cheer Leader.
 - a. Questions.
 1. What is the purpose of your office?
 2. What is the purpose of pep meetings?
 3. Where does the school get its yells?
 4. What is the effect of cheering upon the team? the spectators? you?
13. Superintendent or Principal.
 - a. Presentation of administrative problems and policies.
 - b. Brief summary of the program.

It must be understood that the above program is merely suggestive that it is flexible, and is capable of almost any number of interpretations. It may be used as a basis of series of programs. For each interview add as many questions as are needed for best effect.

Where this program has been carried out it has been a decided success. Patrons said it was the best P. T. A. program that they had ever attended, that it was both interesting and instructive, and that they had a better understanding of the school and its work. The board of education endorsed the program heartily. Repeated requests were made that the performance be given a second time in order that those who were unable to be present before might hear it.

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The words *physical education* call forth a variety of responses. To some they mean one thing; to others something quite different is implied. To many, however, the words suggest physical qualities mainly and the first word, *physical*, dominates the second, *education*. It is true perhaps that a generation ago, exponents of this activity were concerned mostly with an education of the physical, but it is even more true today that present efforts in the schools and colleges are directed toward an education *through* the physical. This newer emphasis is trying to interpret in practice the implications of the theory of unity of the individual. Although many educated persons continue to speak of education as if it were merely a matter of mental training, it is obvious that such a view is partial and limited. It is not too much to expect that we shall progress in our understanding of human nature to that point where we shall portray in practice the full meaning of the concept, the whole man. When that time comes, we shall consider a person lacking in recreational skills, in rhythmic and similar motor activities quite uneducated, regardless of the profundity of his intellectual equipment. Since we make our lives and have to live the lives that we have made, the test of how to live will be applied more generally than it is at present. We shall recognize then that the person who is educated only in the arts and sciences is as unprepared for life as the athlete who is educated only in physical performances.—George D. Strayer.

A Commencement Based on Ten Social and Economic Goals

Eugene P. Bertin

(Continued from Last Month)

BOTH THE beginning and end of this court trial have been given. Here is the testimony of the witnesses from which the jurors render their decision.

Witness No. 1 (on Heredity)

Two factors determine the quality of human products. One is environment—heredity is the other. It is my privilege to show that the members of the Class of, because of their strong hereditary traits, are worthy of the school's diploma.

Heredity is the transmission of certain qualities and abilities from parents to offspring. By the same source we learn that environment is the collective group of conditions and situations with which the individual is surrounded. Heredity and environment working together make the individual. Each is necessary to the other.

The illustration of the potter and the clay serves us well here. Poor clay if worked by the master hand will produce a lovelier vase than if handled by an unskilled potter. With poor clay, neither the skilled nor the amateur potter can produce a perfect object. However, the finest clay worked by the hands of the skilled potter makes the most perfect porcelain.

The quality of any population is determined by two factors: first, the quality of people which make up the population; and second, the type of environment in which they live. To produce an ideal population we must use as a basis only those whose lineage is of the highest order, and we must seek to make their environment socially and physically healthy. Given this brand of clay and this skilled potter, the ideal population must then result.

Can this class of fit into such a population? Yes, they can. Their heredity is of the best.

Perhaps another phase of heredity should be considered, and that is of traditions and customs which have been handed down to us during the last 300 years of American life. We expect not only to uphold these traditions and customs, but will seek to improve them. We feel that these endowments of a sound physical constitution and a fine heredity, built by the splendid customs and traditions of our country and molded

by our school environment, have produced individuals of quality and worth.

Therefore we feel that there is no reason why we should not be permitted to carry our inheritance into the civic life of our great country.

Witness No. 2 (on Health)

The best part of health is the happiness it brings. There is nothing equal to radiant good health to give joy to life. A person who is in good health feels as if he owned the world and that it is a mighty good place in which to live. We all know the feeling of excitement when we have been out tramping in the brisk air and have accomplished some object which we set out to do. Life seems more worth living and the little irritations which sometimes occur are forgotten. Life is joy, and joy is important in life. To be able to say truthfully, "Yes, I feel fine today," is great. Yes, there is real joy, comfort and happiness in perfect health and, therefore, that is our goal.

How do our public schools help to obtain this goal? Our schools of today promote health in many ways and one of the most important is by co-operating with parents in an effort to have every child enter school free from any defects. This is accomplished by a pre-school clinic, where the child is examined by doctors and nurses.

When a child enters our school he is greeted by a clean, comfortable, beautiful building which creates a happy school atmosphere. The classrooms provide good lighting arrangements, abundant ventilation and suitable seats. In such ideal rooms we study the facts of personal hygiene and public sanitation which everyone needs to know, discuss disease control, garbage and sewerage disposal, pure air, street cleaning, milk and water supply, and the proper care and preparation of foods and an appreciation of health as a foundation of happiness and as a common asset of the race.

This school also offers a physical education program which is valuable because it develops such qualities as courage, initiative, self-control, patience, fair play and cooperation. The program also gives teachers added opportunity for valuable contacts with pupils during field play and makes greater use of the school plans. But best of all, physical education fits students

for future recreations, thereby making worthy use of their leisure.

The citizens of should be proud of the ideal conditions in which their children may practice a well rounded health program, the most essential step in building fine, strong, clean, healthier bodies for tomorrow.

Witness No. 3 (on Social Living)

I fully appreciate the seriousness of the indictment which has been made against my class and our American Society in its present status. I realize that to take an active part in the social life and culture of the land one must be prepared. "Education for a changing society" implies that we shall introduce youth to the understanding of our rapidly changing civilization. Two insistent problems present themselves: (1) To educate our youth to a clear understanding of the new social order, and (2) To educate our youth for an active, intelligent participation in this new social order. The generation shortly to be given the responsibility of self-government must be practiced in the attitude of expectancy of change—change in industry and farming, change in transportation, communication and trade; and therefore change in standards and norms of life, in standards of morality in family life.

Culture is of great importance to an individual as well as to a nation. If a rich and integrated personality is to be attained, the individual must be able to participate effectively in the cultural life that surrounds him. Society must assure to each individual the fullest possible opportunity to come into fruitful contact with culture.

The schools of the present day have contributed largely to the campaign for culture. From the music, art, literature and citizenship courses, this class has been duly prepared for the cultural demand of the outside world. It has learned to appreciate good music, good art, and above all good literature.

Many benefits and advantages our class has enjoyed, and they are now imbued with a strong desire not only to continue to be students of social change and social living, but also to go forth into the world and practice the ideals of citizenship already acquired.

Witness No. 4 (on Personality)

I have listened with great interest to the indictment which you have just placed upon my class—that all too prevalent in America are people with colorless, static personalities, that resist new things, and that lack initiative, keen judgment, and a cooperative attitude. But this class has gained a refined culture and equipment to lead a truly satisfying life which will greatly benefit American society.

Opportunities are now being offered in the

schools so that every student is given personal responsibilities in the hope that he may become able to share activity in the economic and social life of tomorrow.

Many minds of today are not flexible enough to adjust themselves to the rapid pace and constant change which society is forever undergoing. Only individuals habituated to adjust themselves to changes can meet the necessities of the situation. Therefore society must come to realize that change is a normal thing—not an abnormal one.

The schools are striving to educate the young citizens so that as adults they will readily resort to effective and enjoyable team work until co-operation becomes "second nature." They have prepared us for faithful citizenship by making the school a small democracy in which all have an interest and share in the various activities. They have also trained us for wise use of leisure by making the school itself a center of wholesome and satisfying neighborhood life and by showing us of what value the radio, library, newspaper, and theatre are. They have aided us in building a good character by bringing us together in friendly cooperation and, throughout our school days, have surrounded us with teachers who are genuine, cultivated, and earnest.

Ladies and gentlemen of the jury, my class is ready to enter American social life and economic life in respect to personality development.

Witness No. 5 (on Vocations)

I am aware of the extreme importance of this charge against society and my class, and I shall do my utmost to clear up any doubt in the minds of the court as to its fitness in this vocational standard.

Our school helps us in three distinct ways: namely, by guidance, by training, and by placement or advancement.

Let us first consider guidance. Vocational guidance has to do with choosing an occupational objective, choosing an occupation on leaving school, and some supervision of vocational activities during the first weeks of employment. Vocational guidance causes students to take more interest in determining their life work, helps them to decide on what occupation they want to follow, and the training required for that occupation. In these courses we also take into consideration the students' likes and dislikes, gifts and aptitudes.

Our school also helps by training us how to choose a vocation. The school has a task here that is becoming more and more complex as the use of machinery increases, for naturally unemployment results. Students, if they are to make an intelligent choice of vocation must take into consideration all of this.

Again our school can help us with regard to placement and advancement in our vocations. Time after time, we hear people exclaim, "I am tired of this. I can't get a job that I would like to have because I do not have the required training." Of course sometimes people will find that later in life they are not satisfied with their jobs, but many people cannot do anything else because they were not properly placed in the start.

Our school here at has attempted to develop both occupational and economic efficiency for the members of this class:

1. By developing sound work attitudes and habits within the school—joy in work, appreciation of the dignity of labor and the service ideal.

2. By aiding each child to understand and develop his individual gifts.

3. By aiding children to explore vocational fields and to fit themselves into those for which they are best suited.

4. By insisting that vocational life be constantly liberalized and fertilized by the search for better ways of doing things and the application of finer elements.

5. By cultivating qualities of character and personality essential to the highest success in any occupation.

We, as citizens of can be thankful that we have such a splendid chance of developing our vocational ideals.

Witness No. 6 (on Thrift)

Today everyone realizes that many of the existing economic conditions are completely destructive of many of the things Americans have worked for, such as ownership of a home, independence of help from others, the right of everyone to work and make the most of his abilities. It has been revealed that in America today vast accumulation of wealth by the relatively few has a sinister influence on the financial and industrial life of our country. It has led us into a situation wherein a considerable percentage of our people are in a state of great anxiety as to an income sufficient to support themselves and their homes. This makes necessary an increased economic planning for the public interest in the near future.

Some such planning has already been done. We have set up certain standards of economic security to care for the aged people and those who are not able to work for a living, but these standards are still largely unrealized. Poor-houses, private charities, pauper's graves, and public reliefs seem to be the highest level yet generally achieved.

It is clearly the school's job, as our district attorney has pointed out, to instill a rational confidence in an adequate means of livelihood.

This our school has tried to do; first, by showing the students such a problem exists through such courses as history which relates the struggles of other people in other times with the same anxiety. Courses in Problems of Democracy and Current Affairs bring the present day aspect of the problem to the students. The Health and Hygiene classes also contribute largely to our progress in economic security by providing opportunities to learn of good methods of preserving our health and energies. Schools from the first grade up teach thrift not only of money but also of books, paper, pencils, and clothing. Practical lessons in money thrift are taught through school savings banks. Safe and conservative investment principles are also stressed.

Care of property of all kinds is important. Sound working attitudes and habits within the school, such as joy in work, appreciation of the dignity of labor and the service ideal, all tend to make the individual more secure in his job.

The last step is the help and guidance the school has given each child to find and develop his own possibilities so he will not be a misfit in life after he leaves school, giving every student pre-vocational training and in many cases actually fitting the individual to go directly into the work in which he is interested. This cannot help but aid the members of the class of to avoid the danger of falling into a trap of economic insecurity.

Witness No. 7 (on Truth)

"What, indeed, may I believe?" This is a question every American citizen has asked himself at some time or other during his life. Individual personality and public welfare depend upon a satisfactory answer to that question.

All around us, great profit-seeking concerns fight for the privilege of writing something on our minds that will make them money. While truth-seeking and truth-telling organizations abound, they cannot offer as much for an opportunity to enlighten the people as some will pay for an opportunity to fool the people.

Society has had great success in finding disinterested truth lovers and in enlisting them in its service; but their voice is feeble in comparison with the commercialized press, screen, and radio. If amid the din of advertising ballyhoo the public knew it could hear a trustworthy voice, would it not listen in? The air channels should not be monopolized as now for gainseekers; more of them should stand open to educational institutions. Although the motion picture, an educational instrument, is under private control, the owner is not relieved from the responsibility to use it with sufficient regard for public interest.

The more we are plied with untruth, the more we need truth. We Americans should fear com-

mercial institutions that attempt to exploit us by gaining control of our thoughts and opinions. Just now when the truth is being discovered at an unheard of rate, it is surprising to learn that the truth about essential matters is being systematically obscured as never before. Just as society has brought pure drinking water to the houses and the highways, so it ought to bring pure truth within our reach at every point and no matter where non-social agencies are interested in hoodwinking us.

On the whole superstition and similar forms of mis-information are so firmly imbedded in the mind of the American citizen that the greatest educational methods are needed to dislodge these beliefs.

That our school has done in the following ways:

1. By seeking to provide a competent, well-trained, and broad-minded teacher in every classroom.

2. By providing activities that arouse interest and demand thought.

3. By means of efficient, well-trained, and unprejudiced administrative and supervisory staffs.

4. By providing good libraries, laboratories, and club rooms where the truth may be investigated.

5. By making the atmosphere of the school such that the pupils will acquire the spirit of learning with a strong bent toward seeking truth throughout their lives.

In these ways, ladies and gentlemen, our class has been prepared to meet this requirement of good citizenship and I trust that I have convinced you of our worthiness in this respect to go safely into the world.

Witness No. 8 (on Equality)

In answer to this indictment, allow me to say that our nation had its birth in a struggle for opportunity. Its birthery, the Declaration of Independence, began with the statement: "We hold these truths to be self-evident that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness." Equal opportunity, the birth-right of every American, should involve for each individual the opportunity to live a healthy, happy, satisfying life, to have a comfortable, sanitary home, to have useful employment that yields an average living for self and dependents, to be surrounded by the beauty and truth that are inspiring and elevating, to enjoy equal rights under the law, and to have full access to educational facilities and other means of proper development that will enable one to become the happiest, most efficient and most useful member of society.

Since the purpose of the public school is to adjust the individual to the life of the nation, we may conclude that secondary education has three very definite assignments, and with careful distinction I shall use three words—prepare, train, and educate. First it must prepare twenty-five per cent of our young people for professional specialization. Second, it must train twenty-five per cent for skilled trades. Third, it must educate fifty per cent of our young people for the life of a jobholder.

Here in High School the twenty-five per cent who hope to further their education and aim to enter the professions have been thoroughly prepared through a well set-up academic curriculum. Our commercial department under expert supervision has trained well the twenty-five per cent for good, capable stenographers and bookkeepers. In our high school we have a course called the citizenship curriculum. The students who wish to enter neither the professions nor the trades take this course, which consists of all the required subjects plus several practical courses. This course we hope to replace with the new and better civic curriculum.

We, the students of the senior class of have had equal opportunity with others, have been prepared by to enter society on an equal footing. Therefore, having enjoyed this great privilege ourselves, we will strive to give to the students of tomorrow access to the same, equal or even better opportunities for a good preparation, training and education.

I realize that what the District Attorney has said is quite true, but I will try to prove that the present graduating class can measure up to this requirement of civic responsibility. Freedom has always been a goal of the American people. When our country was first settled, the European people came here because they wanted freedom. Freedom of speech, of action, of self-expression, of press, religion, assembly and petition are all necessary to the processes of democracy.

Freedom has been made a catchword, and slogan, and the demand for freedom has apparently been based on the assumption that freedom is an absolute good, unqualified by any conditions or limitations. Freedom is thought to be necessary because insistent interests press for realization.

Freedom of the press is necessary for good morals. Criminal courts, jails, speakeasies, pool parlors, political clubs, dance halls, and night clubs show what influence a privately kept press has upon our American youth.

Somewhat related to this doctrine of freedom is that of self-expression in which the individual feels at liberty to set forth his personal mood or emotion regardless of how it may fit into the

general social scheme or conventionality and without caring too much as to the good manners of such expression. Even such an attitude is comprised under our meaning of freedom.

It is highly probable that the majority of children are not given as much freedom as would be good either for themselves or for the society of which they are units. The willingness to submit to necessary discipline and the knowledge of the true meaning of freedom cannot be imparted in a classroom dominated by fear. The method of the schools should be the method of open, free discussion. Practice in this form of free speech can be obtained in English class, Current Affairs, History, and Problems of Democracy where the students are free to express their own opinions on any problems which may arise. There is a splendid chance for self-expression in English class by writing original themes or by poetry.

I should like to emphasize in behalf of my class that we not only have a clear conception of what this freedom means, but that during our school days we have acquired a wholesome attitude toward this privilege of citizenship for ourselves as well as for all citizens.

Witness No. 10 (on Fair Play)

Having listened to the indictments against the class of with trepidation as to the outcome, I will try to show the gentlemen of the jury that the tenth indictment does not apply to our class.

Fair Play is the Golden Rule "Do unto others as you would have them do unto you," boiled down into two words. It is the duty of the individual to act for the good of all. The same idea was carried out in the days of chivalry when, though men's sense of honor was so twisted that only a duel could satisfy it, a man would not take a mean advantage of his foe, but would measure swords with him to be sure the fight was fair.

The rules of fair play can readily be applied to American life. It is notorious that the poor man has little chance of winning a case in the courts due to the expense of a lawyer and the lack of political "pull" or influence. Other violations of the rules of fair play are in the case of the employed against the individual employee, whose only weapon is organization in the form of a union; and prejudice against races.

The school is of great importance in the development of fair play because it teaches the young citizens of the future to avoid the violations of the principles of fair play which have been previously mentioned.

Contacts with other students develop more consideration for others. The unwritten laws of good sportmanship as illustrated on the gridiron, the basketball court, the track, and the

diamond, all help to develop fair play. The Golden Rule is also taught in doing school work by experiences in cheating and the consequences, the scorn of your school mates and the loss of your own self-respect. School activities teach fair play by doing your own share of any outside work such as on the annual class play, clubs, assemblies, and the various dances and banquets given by the school which demand the loyal support of both students and alumni. That the school training is successful can be shown by the way in which the introduction of negroes and Indians in the public schools has been accepted by the students. Through this program, it is hoped that some day, true equality will be achieved and race prejudice wiped out.

The co-operation between the parents and teachers for the benefit of the students through the Parent-Teacher Association is a golden example of fair play. It instills in the hearts of the students the desire to make a return in future years for the sacrifice made by parents and teachers.

The significance of fair play is that the graduates of High School will carry over into future days the desire to see that their children will have the opportunities open to this class of

From this can be seen the value of fair play in every day life as every profession has its code of ethics. Why might we not go farther and include States and Nations in fair play and come to the ultimate—World Peace.

At this place the case is left in the hands of the jury. The verdict may be made the "presentation of diplomas" speech of the president of the board of education.

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We continue to refuse to face the realities of adolescent needs because the high school, being in the middle of the educational machinery, is pressed upon and pulled about by a great variety of forces: an elementary program that is becoming more and more concerned with actual individual and group needs, a college program that is torn between the old disciplinary and the new functional aims, and a social order that professes to demand one kind of training from adolescents, but in reality expects something quite different.

Children are the best assets of any community; why not develop them fully?

A Bibliography of Elementary School Life Activities

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13. PUBLICATION

Kingsborough, Hazel,—A Newspaper
(Continued on Page 45)

The Magic Troupe

A Science Play in Two Scenes

John S. Brown, Jr.

Cast

BARKER
DETECTIVE
JUDGE
PROFESSOR VITAMIN
PROFESSOR PLASMA
PROFESSOR COMPOUND
PROFESSOR ELEMENT

SCENE I

Table for demonstrations down stage, center. Two chairs R. C. and slightly upstage from table for Professors Vitamin and Plasma. Two chairs L. C. and slightly upstage from table for Professors Compound and Element.

Setting: An amusement center in a small town.

Time: Present.

At Rise: The Magic Troupe enter and Barker begins.

BARKER. Ladees and gentlemen, we shall now exhibit for your entertainment the wonderful, the mystifying, the astounding performance of our famous Magic Troupe, recently returned from a tour of the world; performed before all the crowned heads of Europe, and all that sort of thing. You will see them do incredible things—note that, please—incredible things. (*He says the last two words like Captain Henry, of "The Show Boat" used to say "Only the beginning."*) Ladees and gentlemen do not confuse our troupe with the sleight of hand performers. Why, my self respect would not permit me to appear before you with such a troupe. Our Magic Troupe outstrips the rest of the world in their knowledge, but will they tell you their secrets? No sir. All I can say is that it is their *Magic*. Now watch with all your eyes. Rivet your gaze on them; don't let anything escape you; and, believe it or not, you will be mystified, bewildered, amazed, astounded by their feats.

(*To save time of memorizing, the following, numbered 1, 2, 3, and 4 can be typed and pasted on four cards The Barker can read from them as demonstrations*

are made.)

BARKER.

1. Ladees and gentlemen, it gives me great pleasure to present to you the renowned Professor Vitamin. You will see him do a most unusual, a most wonderful thing. You are familiar with the yellow color of cod liver oil. He will take some cod liver oil and make it blush, actually blush.

There's the cod liver oil. He pours a little water into it. Then he empties this into a third tube. What does it contain? Some more water. Ah! It blushes, ladees and gentlemen. How is it done? That is our secret.

2. Ladees and gentlemen, the next member of our Magic Troup to mystify you is Professor Plasma. Watch her blow and change wine into milk.

How is it done? That is our secret.

3. Ladees and gentlemen, I now take great pleasure in presenting Professor Compound, a magician of the highest order. He will show you what wonders can be done with water. He puts some grapes, a rubber ball, a piece of frankfurt, and a pink in the water. Now watch. (*Pause*) The professor ate one of the grapes. (*After they are taken out*) Did I hear you say you could eat marbles? See the rubber ball, the frankfurt, the flower. All hard as a rock.

Now, ladees and gentlemen, something stupendous. Keep a tight hold of your seats, lest your astonishment raise you right out of them. Professor Compound shows you some mercury. It is a shiny liquid. He'll put it in the water. Of course nothing will happen. But wait. Professor Compound is a magician. See! The mercury is no longer a liquid. It is solid. A fine hammer, don't you think? How is it done? That is our secret.

4. These are only a few of the marvelous things he can do. You would like to see more? Perhaps his partner will oblige you.

Ladees and gentlemen, let me introduce

Professor Element. The last, but not the least, of our Magic Troupe. A cigarette in the magic water used by Professor Compound. It will come out—frozen? Of course. Oh ho! I forgot. Professor Compound is lighting it. I didn't know he smoked. Whew! I guess he better not smoke that.

A picture wire in the water. Beautiful fireworks, eh? A toy balloon, flatter than Piccard's balloon that rose into the stratosphere. Hah! The unexpected happens. Watch closely. It is going to . . . burst. How does he do these marvels? That is our secret. (*Now the Barker speaks from memory.*)

Thank you, ladees and gentlemen, thank you, one and all. I can see you have enjoyed the work of our Magic Troupe, and we are satisfied; we are repaid.

(*They start to exit, R. C., but are stopped by a detective in plain clothes, sitting in second row of the audience.*)

DETECTIVE. Just a minute! Stand where you are. (*He starts to stage, but Barker tries to walk off unconcernedly.*) Here, you, Mr. Barker. Don't try that stunt on me. You can't put any escape over on me. (*He reaches stage and faces troupe and Barker. They all look questioningly at him, as he shows badge.*) You're all arrested.

TROUP (*in chorus*). Arrested!

BARKER. Why—er—what do you mean? Our Magic Troupe has done no wrong. (*Speaks rapidly*) We haven't failed to pay our board bills. We haven't given false weight. We haven't watered the milk, or adulterated the coffee or the butter. We haven't let our children play truant. We haven't any children. We haven't hoarded any gold. We haven't robbed any bank. We haven't kidnaped anyone. We haven't committed murder. What else is there we could do to get arrested?

DETECTIVE (*sarcastically*). Are you really stopping? Can't you say something more? I like to stand and listen to you talk. The statute of 1719—

ONE AFTER ANOTHER. 1719? (*Each member of the Troupe says 1719 to the next who repeats along the line to the last one.*)

DETECTIVE. Yes, 1719. Article 1, section 2, forbids a performance of magic in public.

BARKER. But let me explain, Mr. er—officer. We are a famous troupe, we have

traveled—

DETECTIVE. Shut up! Do your explaining to the judge. You're pinched. Get moving. (*He herds them off R. C.*)

Curtain

SCENE II

Setting: Part of office or court room of Justice of the Peace of the town. Judge's desk center facing audience. Witness chair at L. C. of desk. Chairs for rest of Magic Troupe slightly down stage and to R. C. and L. C. of Judge's desk. Exit R. C.

Time: One hour later.

At Rise: Judge seated at desk writing. Detective brings Troupe in and tells them to sit down.

DETECTIVE. Your Honor—

JUDGE. Yes, officer.

DETECTIVE. I have some prisoners.

JUDGE. What is the charge against them?

DETECTIVE. Infraction of a statute of the year 1719 Article 1, section 2, Your Honor.

JUDGE. Um. That's the law forbidding the showing of magic to the public.

DETECTIVE. Yes, Your Honor. That's what they were doing—showing magic.

JUDGE. What have you people got to say?

(*No one speaks*)

DETECTIVE. Come, speak up, barker. You were in charge.

BARKER (*indignantly*). Me a barker! Why, I'd have you know, Mr. Detective, I'm a manager, *the* manager of the greatest troupe, that ever entertained a public.

DETECTIVE. Oh, whatever you are, explain to the Judge.

BARKER. I am insulted to be thus addressed.

JUDGE. Officer, of what nature was this magic, and what were they doing with it?

DETECTIVE. Your Honor, the statute of 1719 says it shall be unlawful for anyone to exhibit magic to the public, unless a clear explanation of how it is done is given.

JUDGE. You are right. Did you give such an explanation, Mr.—

DETECTIVE. Barker, Your Honor.

BARKER (*in disgust*). Barker! I object, Your Honor.

JUDGE. To what do you object?

BARKER. The common name he's try-

ing to give me—the insignificant name! (*Proudly and in grand manner*) My name is Professor A—Grand Session—With Magic.

JUDGE. That's the trouble. Magic is forbidden by the law of 1719, unless the tricks are explained. The sentence—you may be interested to know—is thirty days in jail.

TROUPE. Thirty days!

BARKER. But your Honor, don't you see, our act will be spoiled, if everyone learns how to do it.

JUDGE. Don't worry, my dear man. We all like to be mystified. But after that, we like to know how it was done. You give us only a mystery situation, without solving the mystery. So—thirty days—or you solve the mystery.

BARKER (*showing deep concern*). It would ruin us, Your Honor. I—must refuse.

JUDGE (*snappily*). All right. Thirty days for you and your troupe. Take them away, officer.

PROF. VITAMIN. You're putting us in jail, professor.

PROF. PLASMA. You can go to prison, but I'll tell the judge.

PROF. COMPOUND. And so will I.

PROF. ELEMENT. And I.

BARKER. Your—uh—Honor.

JUDGE. Well?

BARKER. We—we'll tell.

JUDGE. All right, proceed.

BARKER. Professor Vitamin.

PROF. VITAMIN (*takes witness chair*). Your Honor, when I made the cod liver oil blush, I was simply showing you how to test foods for the presence of Vitamin A, which, as you know, is a preventive of eye disease, of stunted growth, and of some diseases of the air passages. How did I get my result? I dissolved the cod liver oil in carbon tetra-chloride. Some of you remember this chemical in connection with fire extinguishers. Then I added a few drops of sulphuric acid, and you saw the deep blue color, followed by the red. So the cod liver oil blushed and said, "I contain vitamin A."

BARKER. Professor Plasma.

PROF. PLASMA (*takes witness chair*). Your Honor, I turned the wine into milk by using lime water and coloring it with phenolphthalein. The breath blown into the solution supplied carbon dioxide. This threw out of the solution an insoluble solid or precipitate, called calcium carbon-

ate. This substance has the milky appearance you saw. The red color disappears.

BARKER. Professor Comopund.

PROF. COMPOUND (*takes witness chair*). Your Honor, I used liquid air. This form of air is produced by cooling air, a gas, to a very low temperature—minus 318 degrees Fahrenheit, or 318 degrees below zero. It is also subjected to a high pressure. When a gas is compressed, it gives out heat, and when it expands, it absorbs heat. The heat absorbed in expansion is removed by cooling, and the gas drops to a low temperature. At this temperature, it turns into a liquid.

Liquid air is a mixture of liquid nitrogen and liquid oxygen. The experiments I performed all depended on the very cold temperature of the liquid air. You have noticed the articles were frozen and became more or less brittle.

BARKER. Professor Element.

PROF. ELEMENT (*takes witness chair*). Your Honor, the nitrogen of the liquid air evaporates from the liquid at a lower temperature than does oxygen. Therefore, as the liquid air warms, the nitrogen escapes with a boiling sound and with the vapor you saw at times. The balloon on the test tube was inflated by the escaping nitrogen. The inflation itself proves that the nitrogen escaped.

The other experiments I did depended on the oxygen that remained. In this pure oxygen, even steel wire will burn, as you saw.

BARKER. That's all, Your Honor.

JUDGE. Very good. But that's science, not magic. Wait. (*Reaches for book on desk. Turns pages.*) Yes. Here it is. The very things your troupe did. Science is my hobby, you know, so I feel kindly disposed to your SCIENCE troupe. But remember, Professor A—Grand Session—with Magic, our citizens want to know. You are discharged.

Curtain Suggestions

The entire play will take about a period, if you prepare as follows.

1. Have Vitamin's three substances in three test tubes.

2. For Plasma, use a wire to get small fraction of liquid phenolphthalein and color the lime water. Blow through glass tube. After blowing, shaking the substance in the test tube helps it to change to milky color.

3. For Compound, it is well to place

grapes, ball, frankfurt, and pink in the liquid air together. This saves it. Use tongs to remove them. For freezing the mercury, use a penny safety match box. Suspend it from four thin wires, and a pencil or dowel rod in the center of the mercury will steady it, as it is let down into the beaker of liquid air. This keeps the hands above the worst of the cold.

4. For Element. Hold the cigaret with tongs. Prepare the picture wire beforehand. Place a small bit of sulphur in a piece of thin paper. Fold it up and wrap the end strands of wire around it to hold it in place. A lighted match will start the sulphur. Then drop it into a beaker of liquid air. The fireworks will start.

References

1. Professor W. D. Turner of the Chemical Engineering Dept., Columbia University, suggested the type of experiments with liquid air and supplied the liquid through the stock room in his building, Havemeyer Hall. It is \$1.30 for two pounds.

2. "Adventures in Biology," published by N. Y. Assoc. of Biology Teachers, page 8, supplied the Vitamin experiment.

3. "The Home Chemist" published by Popular Science Monthly, page 144, suggested the Plasma experiment.

4. Experiments should be spectacular. Other experiments than those used in the play may be selected. For such use, I would suggest: "Home Chemistry" organ of the Junior Chemists League, of the American Amateur Chemists Society, Lansing, Mich. Also, "The Science Classroom" edited by Dr. Meiser and published by the Popular Science Monthly, particularly if gas is available on stage.

A PLAN TO REGULATE HIGH SCHOOL FRATERNITIES

(Continued from Page 17)

are confused and in doubt. But in these times I have but one thing to say. Above all be honest with yourself. I have done my best to help you think this one problem through. God grant that you may do it to your own honor and glory. Remember always that a divided loyalty is a dangerous thing. It is written, "No man can serve two masters: either he will hate the one and love the other; or else he will hold to the one and despise the other. Ye cannot serve God and Mammon."

RESULTS

The results have been gratifying indeed. The morale of the school is lifted.

The students recognized and accepted the honest and sincere attempt to regulate the problem. Practically all of the organizations qualified under the criteria. They filled out and filed with the principal the following blank.

REPORT BLANK FOR COOPERATIVE SCHOOL ORGANIZATIONS

1. Name of Organization
Has name been changed recently?
If so, what was it changed from?
2. Name of Sponsor
3. Name of president or chairman
4. Has the organization a constitution?
5. Has the organization a written ritual?
6. Has the organization an initiation ceremony?
Are 4, 5, and 6 on file with Principal?
Time of meetings
Place of meetings
7. Is organization local only?
8. If not local is it in any way connected with a national, regional, or district organization which has a secret code or ritual?

List of Membership

Name School

Some national fraternity chapters turned in their charters and reorganized or disbanded. More than 90% of the students signed the pledge. The local papers supported the plan and it has met with most excellent approval from faculty, students, and patrons.

Eli C. Foster is Principal of Central High School, Tulsa, Oklahoma.

PATHFINDER GUIDE POST

Rewarding children for doing right, and punishing them for doing wrong, is training them to be deceitful, as they will deceive to get the reward or escape punishment. Teach them how to Read the Price Tags of Life and they will soon discover that they are punished *by* their sins and not *for* them. Nor can they escape either the reward or punishment, as virtue is its own reward and vice its own punishment. This is *preparing the child for the path*, and any child so trained has no more use for social welfare organizations of ANY kind than an assayer has for a counterfeiter, as he will not only understand *how*, but *why* he should choose to live above vice and crime.—J. F. Wright.

Read *School Activities* for May of last year and for years previous.

Who's Who In Extra-Curricular Activities

EDGAR GRANT JOHNSTON—"Extensive training in the various fields of education and intensive training in one field constitute only a part of the equipment needed by an educator. To be really effective one must also possess and cultivate a catholic taste for culture of many sorts and an active interest in the forces and movements which are moulding the world today." The exemplifying of this philosophy is no small factor in the success of Edgar Grant Johnston as Principal of the University High School and Associate Professor of Secondary Education in the University of Michigan.

Dr. Johnston was born in 1890 at Philipsburgh, Pennsylvania. His early schooling was in various towns in that state. He attended Grove City College where his program of extra-curricular activities included membership on the college tennis team and on the staff of the college newspaper, and participation in oratory in which he won a prize. In 1912, he received his A. B. degree at Wooster College, where during his senior year, he won a prize for a thesis on philosophy. After two years spent in the World War as an aerial observer in the Nineteenth Aero Squadron, he spent an interesting four months as a student at the Sorbonne, Paris. Later he resumed his education at Teachers College, Columbia University, where in 1922 he received his A. M. After several subsequent years of teaching he received his Doctorate at Columbia University in 1929.

Dr. Johnston's varied experience as a teacher has been marked by his zeal in launching and directing successful extra-curricular activities. At the age of eighteen he began his teaching in a small country school in Pennsylvania. From the fact that he is relatively non-committal concerning this period, one infers that he gained experience richly and rapidly both inside and outside the classroom. He left his position as country "skule master" for a place on the staff of the Kiskiminetas Springs School for Boys at Saltsburg, Pennsylvania. Later during his four years as a teacher of Latin in the Ogden,

Utah, high school he organized a Latin Club and a Mountain Climbing Club, and used the experience gained in college in coaching a high school tennis team. Next he joined the faculty of the Lewis and Clark High School in Spokane, and he broadened his program of extra-curricular activities to include sponsoring a Mountaineer Club and a Boy Scout Troop, and initiating a program of pupil assemblies. During this period he spent his summers as a counselor in a summer camp and as a member of the staff of the Yellowstone Park Camping Company in Yellowstone National Park.

From 1923 to 1927 he served as Vice-Principal in Charge of Boys in the San Diego High School. Here he coached a state championship tennis team, organized a Boys Federation, instituted a program of student assemblies and a merit point system, and acted as a member on the Boy Scout Executive Committee, as Hi-Y leader, and as adviser to the Associated Student Council. In the summer of 1926 he taught courses in High School Administration and in the Organization of Extra-Curricular Activities at the University of Missouri. In 1927 he went to Teachers College of Columbia University as Assistant in the Department of Secondary Education. In 1929 he assumed his duties at the University of Michigan. As an important part of his very effective administration of the University High School he has instituted and encouraged a rich and varied program of extra-curricular activities. Moreover, he has found time and energy to take a leading place in community affairs as well as in local and state educational projects. He has served as secretary-treasurer of the State Principals' Association, chairman of the State Committee on the Philosophy of Secondary Education, chairman of the Southeastern Michigan Round Table, chairman of the Committee on Leadership Training for the local Scout Council, chairman and organizer of the Ann Arbor Community Forum, member of the Executive Committee of the Ann Arbor Youth Council,

member of the Michigan Council on Education, and vice-president of the Ann Arbor Art Association. In spite of these heavy duties and responsibilities Dr. Johnston somehow finds time for the wide reading on many subjects which has given him the reputation among his colleagues and friends as a charming companion and a distinguished conversationalist.

As an author Dr. Johnston has made substantial contributions to the literature of extra-curricular activities. His book "Point Systems and Awards" has won him enviable recognition as an authority in this important field of education. Articles in *School Review*, *School and Society*, *Junior-Senior High School Clearing House*, *Education*, *Educational Administration and Supervision*, and *Progressive Education* have added to his professional reputation.

Dr. Johnston is a member of Phi Delta Kappa and of Kappa Delta Pi, the national society for the Study of Education, Association of College Teachers of Education, Society for Curriculum Study, and other professional associations.—F.D.C.

Our schools are facing serious problems. The cultural subjects, especially are being attacked. There is urgent need for a declaration of faith that the arts are not optional luxuries for the few, but are essential for the complete living of the many.

Music and the allied arts give cheer and comfort and richness to life. They bring beauty to our materialistic civilization. Beauty contributes to the morale and stability of a nation. Social unrest gains its readiest recruits among men who have not found beauty and joy in their work and in their environment.

Our fathers faced a simpler world than ours, with relatively simpler needs. Modern inventions are shortening the working week and greatly increasing the hours of leisure. But in making this advance

we have also incurred some penalties. Science and the machine have added so much to living that we may have rated them above human values. Life tends to be overmachanized. Education today must concern itself with physical and mental health and with emotional, social, and spiritual responses as well as with reasoning powers.

The responsibility of the present generation for the education of those that are to follow should not be shifted to the future. Youth must be served while it is youth. If we fail in our duty to the boys and girls of today, it cannot be made up to them in after years when prosperity returns and public funds are more easily available. We have no right to unload upon the youth of today the burden of our adversity.

We, therefore, declare our faith in the arts. Curtailments in educational budgets must not be permitted to affect vitally the cultural subjects, especially music. Avocations as well as vocations must be provided for the sake of the present times and for the days of larger leisure which lie ahead.—*Progressive Education*.

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News, Notes, and Comments

Boys' Clubs have regularly regarded the prevention of juvenile delinquency as a major objective, and one of the sessions of the twenty-ninth annual convention of the Boys' Club of America, Inc., to be held at the Hotel Commodore, New York City, May 20 to 22, will be devoted to a discussion of crime in all of its aspects and the relation of Boys' Clubs to this important question. The meeting will take the form of a panel discussion directed by Hon. Sanford Bates, director of the Bureau of Prisons, U. S. Department of Justice. Mr. Bates was for ten years Commissioner of the Department of Correction of Massachusetts, and has served under three Presidents in his present position. Associated with Mr. Bates will be some of the leading juvenile court judges, administrators of correctional institutions, and students of social and economic conditions that have a bearing on the problem of delinquency.

Another feature of the convention will be a meeting of a selected group of representative officers and supporters of local Boys' Clubs who are being invited to help determine the long-range policies and objectives of the Boys' Club Movement. Members of this group are being picked from those who have had longest and most vital contact with successful organizations. They will come from the smaller as well as the larger cities and Clubs, and out of the diversity of their experience will be able to help shape the future growth of the Boys' Club Movement in America.

That cultural disaster will be the logical result of further neglect of youth is the contention of Walter T. Diack, General Secretary of the New York City Y.M.C.A. in a statement to this organization's constituency published in the March issue of *Men of New York*. The report is titled "Facts to Be Faced."

THE NEW DEBATE QUESTION

The National University Extension Association has chosen the following proposition as the nation-wide debate topic for next year:

RESOLVED: That the several states should enact legislation providing for a system of complete medical service avail-

able to all citizens at public expense.

Heading an intensive effort toward the preservation and greater use of music as a vital community force, David Sarnoff is the new leader of the movement for National Music Week, the twelfth celebration of which is to be held May 5-11. Mr. Sarnoff has been elected to the chairmanship of the National Music Week Committee, composed of the heads of nearly thirty leading national organizations. In that office he succeeds the late Otto H. Kahn, who had been the chairman of National Music Week ever since its inception.

The National Jamboree of the Boy Scouts of America will be held at Washington, D. C., on August 21st to 30th.

President H. L. Smith of the N.E.A. dean of education at Indiana University, in speaking to the North Central Association of Colleges and Secondary Schools recently said: "Six million children are enrolled in 23,000 secondary schools, but if the 4,000,000 made idle by the economic situation are to avoid mental and moral degeneracy, there is no alternative; secondary education must be provided for 10,000,000 youths.

We were not alarmed or disturbed over the situation while a machine age absorbed those on the lower economic level. . . . Now this large section of our youth, their pathway to industry blocked, forms a menace to society, a menace that can be lightened and removed by a secondary school program designed to develop latent talents, create constructive and active citizenship and communityship and to build habits of recreation, appreciation and enjoyment."

Athletics should be organized first for the boys who take part, second for the school, and third for the community. It would be difficult or impossible to justify the use of athletics for school pride or community prestige at the expense of good academic performance or the athlete's health.—George D. Strayer.

What a teacher does after school hours has an important bearing on her success or failure.—R. H. Jordan.

Have You Read These?

By the Editor

"63 Oxford Students Killed by Towns-men," probably ran the newspaper headline describing this fourteenth century riot, grandparent of our somewhat less sanguinary initiations, hazing, "hell weeks," and similar exciting activities. A sociologist and a psychologist collaborate on an exceedingly interesting article—"A Study of Student Life," to be found in *The Journal of Higher Education* for March, 1935. While this study, by W. H. Cowley and Willard Waller, concerns college traditions and activities, yet, because these have been swallowed, bait, hook, line, sinker, pole, fisherman and bank, by the secondary and the elementary schools, the article is pertinent.

A home room newspaper? Why not? A newspaper in a one-room rural school? Why not? Let Clarice Whittenburg tell you about it. Read her article in *The Progressive Teacher* for February, 1935.

We "doll-up" ourselves, our cars, and our homes; why not "doll-up" our school rooms which, far too often, are the most unintriguing places in the community. After you have read the article referred to immediately above turn over to page 16 and see what Laura Gray has to say on this topic, "Dolling-Up the School Room."

"The average school man is a rotten advertiser," is a commonly heard evaluation of our work (or lack of it) in this important phase of school-community relationships. Perhaps we shy at the expression "advertising" because of "professional ethics," or, perhaps, because of a natural revulsion to the assinine tripe in newspapers, magazines, radio programs, motion pictures, etc, usually labeled "advertising." In any case we hesitate to tell the community which owns the school property and pays our salaries, just what we are doing to its children. How illogical! The "Public Relations Number" of *Education*, February, 1935, contains a wealth of concrete material by Ellsworth Collings, H. Gordon Hullfish, Edmund de S. Brunner, John Slawson, William W. Norton, H. H. Ryan, and

others, which may be used in promoting an educational program for parents and citizens.

The gangland "squealer" is usually taken for his last ride. The citizens or student "squealer" is also usually taken for a ride, and, although it is probably not his last, yet it is as nearly as effective. Being labeled a "tattle tale" is about the most insulting thing a pupil can be called. We have built up a prejudice against "telling" which doubtless accounts for much misconduct inside the school as well as outside it. So think many of us. And so says Frank H. Close in his article, "I Disagree on Tattling," in the *Journal of Education* for February 4, 1935.

Leisure, like a loaded pistol can be shot at a mad dog, just shot, or shot at a president. There is nothing whatever sacred about leisure in and of itself. It may be used beneficially, uselessly, or harmfully. Increasingly, during the past two or three years "The New Leisure—Blessing or Curse" has been the theme of educational attention. And a recent good article on it will be found in *School Executives Magazine* for March, 1935. It was written by Jasper T. Palmer.

"I this morning whipt the Devil out of three boys," runs a line from the diary of an old time school-master. "We this morning put on an assembly program," runs a similarly stupid and unevaluative line in the diaries of many modern teachers. Into Florence M. Lumsden's dairy probably went a slightly longer and a much more profitable entry: "After a great deal of planning, we scheduled, for definite purposes, some assembly programs; staged them; and then evaluated them to see if they accomplished their purposes. In general, we were successful; and we learned some things which should be of further benefit, later." But let her tell you about it. You will find her excellent article, "The School Assembly as an Integrating Force in the Curriculum," in *Educational Method* for February, 1935.

Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

THE LAST COUNCIL

James Fox

The Senior Assembly can be a dull series of speeches, or a colorful program giving a lasting impression to the underclassmen. A program of the latter type can be worked out around the Indian theme, and still include all the usual ceremonies and speeches.

For "The Last Council" the stage is set with an Indian tepee, and to one side, a campfire. Speakers sit around the campfire dressed in Indian costumes. On the opposite side of the stage the singers, a sextette of senior girls, sit in a group weaving Indian baskets.

The speeches of the salutatorian and valedictorian should contain enough figures of speech to keep to the tone of the program. The will and prophecy should be written after the style of "Hiawatha" and read from birch bark scrolls.

The complete program might appear as follows.

The Last Council

Indian Music	Senior Class Orchestra
The Peace Pipe	Salutatorian
Welcome	Salutatorian
Tales and Legends	Class Prophecy
Indian song	Soloist
A Will in Writing	Class Will
The Waters of Minnetonka	Sextette
Presentation of Key, Senior Class Officer	
Acceptance of Key	Junior Officer
Presentation of Spoon	Junior Officer
Acceptance of Spoon	Sophomore Officer
Farewell	Valedictorian
Class Song	Seniors

ARTISTS AND MODELS

The twenty-minute skit that will be different!—and a skit that will be fun at your Senior Class party or Senior assembly.

It is to be a style show, but a style show that will arouse considerable amusement because the manikins are to be boys. If eight boys can be found who will be brave enough to mimic women in the fashion parade, the skit is ready for preparation.

Approach the advertising manager of

the best Ladies' Furnishing Store in your city with a plan of putting on a style show of costumes for the collegiate girl (but you will use boys as models). You will give the store credit in the advance advertising, on the programs and in the skit itself. Some establishment will accept the proposition and enter into it with considerable zest regarding it as a lark. They may demur at shoes and hose. That will not be difficult for you to find, however. You can find old pumps large enough and gild or lacquer them to suit each costume.

In the order of appearance, beginning with morning and concluding with evening, here are some suggestions for costumes: Boudoir (lounging pajamas etc.); Riding; Flying; Tennis; Swimming; Afternoon; Evening. The Boudoir, Afternoon, and Evening should not be omitted.

You may have to provide certain accessories beside shoes and hose: jewelry, bags, an evening fan, hair ornament, kerchiefs. Since summer styles are shown in May, the store may give you a garden party costume for afternoon with some sort of an entrancing little parasol. For a boy, acting as manikin in evening gown, a fan gives him something to maneuver. Long earrings and a hair ornament for evening, a hat for afternoon, a cap for swimming, etc. will make the boyish haircut less noticeable.

The second feature of the skit is the Artists. You will need an orchestra that can play popular music in a sprightly manner. Costume them as Artists in brightly colored smocks, black tams or berets, and black Byronic ties. The tams and ties may be made easily of some stiff black material.

For your stage setting use a cyclorama. The color of your cyclorama will determine the color of the smocks for the orchestra. Against the cyclorama on the back stage, seat the orchestra, and on the cyclorama here and there, not too thickly, above the heads of the orchestra, draw musical notes. They can be cut from heavy paper. The orchestra should be boxed in from the rest of the stage. Construct a musical score, treble or bass clef, or both, for this orchestra box in black and white. The art department and the

shops can give you help in constructing the musical score with clef sign and notes. It may be that you will wish bizarre black and white smocks for your orchestra with black tams and black ties, with the musical box in black and white.

Now for the synchronizing of orchestra and style show.

The curtain rises on the orchestra playing some attractive number. At the conclusion of the number a master of ceremonies in tuxedo will enter from the wings. He should have a clever little speech to the effect that we are tonight (or, this afternoon) modeling for _____ (name of the store) a series of their most exclusive spring styles for the college girl. As our style show will demonstrate, if you wish to be well dressed, be _____ (name of the store) dressed.

He will then announce each costume with its appropriate caption giving a feminine twist to the name of the boy modeling the gown: for example, John becomes Johanna; Charles becomes Charlene; Bob becomes Roberta or Babs.

Such captions for each costume as 'a natty little rig for a holiday morning'; 'the right togs to ride in'; 'what to wear in the air'; 'a chic afternoon frock'; 'an evening gown that's a dream' will suggest themselves as you work out each little introduction in detail. For of course, the master of ceremonies should have every word worked out and memorized. There should be no extemporization.

After thus introducing each manikin the master of ceremonies steps back as the manikin advances onto the stage to pace forth and back. The orchestra strikes into an apt popular piece as the master of ceremonies concludes each introduction and the manikin steps out onto the stage. The music should suit the particular costume amusingly. Perhaps the following list will illustrate the idea:

For the Boudoir Costume

Coffee in the Morning
Roll Out of Bed With a Smile
Sleepy Head
Good Morning, Glory

For the Riding Habit

El Rancho Grande
Home on the Range
Ride on, Vaquero
The Last Roundup

For the Airplane Outfit

Flying Down to Rio
How High Can a Bird Fly?

For the Swimming Suit

Hot Dogs and Sasparillas

By a Waterfall

The Breeze

For the Tennis Costume

Take a Number from One to Ten

For the Afternoon Frock

Flirtation Walk

Let's Go Places and Do Things

You Ought to See Sally on Sunday

For the Evening Gown

The Continental

Shadow Waltz

Night and Day

There is one caution about the work of the boy manikins who display the gowns. They must be rehearsed unmercifully so that each minces and paces, holds the hands, turns and advances convincingly. The success of the whole skit in the final analysis depends not only upon the finesse of the costuming of the boys but also upon the ultra feminine impersonation that they are trained to give



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as they walk the stage to the music. No burlesque will be nearly as clever as a finished and detailed imitation of real manikins wearing pretty gowns.

The last manikin having left the stage, with a gesture let the master of ceremonies summon a quick ensemble of all of them in the original order of their appearance and then—curtain!

SOMETHING "NEW" IN MINSTREL SHOWS

The "gate" told one school that this was a good idea and your seniors might wish to use the proceeds to buy their farewell gift to the school. And may your box office receipts also prove that it is a successful show.

The cabaret scene is used throughout the performance. To get the effect use card tables around the stage with chairs at each table for four people. The tables are occupied by boys and girls and they fill up as the evening progresses in imitation of a night club. The scene is "Connie's Inn in Harlem" and the whole program is conducted as a broadcast with the announcer acting as Master of Ceremonies. The program is as follows:

- | | |
|--------------------|----------------------|
| 1. Alice Blue Gown | 5. Pyramid Building |
| 2. Male Quartet | 6. Cab Calloway |
| 3. Magician Stunts | 7. The Big Bad Wolf |
| 4. Bowery Dance | 8. The Last Round Up |

The gowns for the first number are of an inexpensive material, made up easily and prettily with jaunty little caps to match. The song is sung as a solo first, and then the eight girls come in on the chorus, and gradually make their exit.

The male quartet, dressed as lads of the gay nineties, next entertain with a group of old favorites about five different songs, with the people in the cabaret joining in on the last chorus.

The magician may be dressed in an eccentric costume and after appropriate, or inappropriate remarks, proceeds to do the following experiments. A match box has its bottom cut out and pushed in about a quarter of an inch and glued in place. In the recess thus made beans are glued, thus giving the illusion of a box full of beans. The empty box is shown to the audience, dipped in a bag of beans brought out upside down, cover put on, turned over and shown to the mystified audience—empty, withdrawing the cover as you show them the box. Worked correctly it is rather mystifying. The second is to pass gold

pieces, silver-plated, from one plate on one side of the stage to a plate on the other side. After covering the plates with handkerchiefs he waves his wand and they pass to the other plate, one at a time. The illusion is created by having coins dropped in a plate off stage. After the coins have been passed back, a comedian comes on the stage and says rather dumbly, "Did you say to drop these six times?" The magician runs off in disgust.

The bowery dance is staged next. Three girls play two songs on combs, enveloped in tissue paper as two couples dance. Costumes are typical of what one might expect to find in a bowery.

Ten girls entertain next by building a variety of human pyramids, starting with two girls and topping the whole with a huge ten-girl tableau. Blue and red gym suits will add to the scene. Following this three clowns come on the stage, run the announcer off, and proceed to build pyramids. They continually fall down, each time getting up slower and slower until finally they limp off the stage. This can be a great "hit" if the clowns will "thaw out."

The announcer then imitates that famous broadcaster, Cab Calloway, by singing "St. Louis Blues." A very small boy with a young singing voice might next appear to sing "Who's Afraid of the Big Bad Wolf?" with two other boys dancing and helping out on the "ha-ha-ha" etc. Again the cabaret group joins in on the chorus.

The final number, "The Last Round Up" is sung by a boy dressed in appropriate costume, chaps, revolver, etc. The whole cast join in on the final chorus as the curtain comes down to close the show.

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Games, for the Group

Mary D. Hudgins, Department Editor

A SUNRISE BREAKFAST FOR A MAY MORNING

Mary Dee

The picnic ground should be selected well ahead of time. If flowers bloom in your section of the country by the first of May, by all means choose a site near growing blossoms. A flowing stream is a nice neighbor too. It's ever so nice for washing dishes too. Better take coffee water from home, though the boiling will purify creek water.

Some one may be willing to drive out the evening before and gather firewood, placing it conveniently near the spot where the stove is to be built. He might even build the stove. A tiny room, built of stone or brick, with the front wall open and roofed with the grill from the kitchen stove will prove an excellent camp stove.

Coffee should be prepared first. Cheese cloth bags, loosely filled with coffee are dropped into a pot of clear water and urged to come to a boil and bubble until the desired strength is gained. A pinch of salt added to the coffee after it has stopped boiling won't harm the flavor and will settle any grounds which have crept through the cheese cloth. Don't be afraid to try this. Many first class restaurants place salt in the coffee urn as regularly as coffee.

Bacon is broiled in a skillet on the grill. Some of the grease may be poured into a second skillet, heated, and the opened buns toasted therein. Eggs are scrambled in part of the remaining drippings. With fresh fruit this repast is ample.

Somebody (previously selected) tells the story of May Day as the meal is about finished. The crowd will then know that whereas most early peoples celebrated May time in some way the Celts went at it most enthusiastically. Any first class encyclopedia, book of myths or nature stories will furnish good material for May Day stories.

Sing songs of spring and May time. Let all the members of the party contribute stories about May time. Make the party as cooperative as possible.

Distribute small baskets filled with candies or fruits. If plenty of flowers

are growing nearby, let the guests fill the emptied baskets. Give a prize for the most artistic arrangement. If May time hasn't brought blossoms, play the WHAT? game with the baskets.

In turn the guests say, "What flower is in my basket?" Others may ask questions which may be answered merely by yes or no. "It is red?" "Is it white?" "Is it large?" "Has it five petals?" "Is it fragrant?" and somebody guesses the right blossom and has the privilege of filling her own basket with a bunch of mysterious flowers which must be guessed by the rest.

When clean up time comes assign some duty to everybody. This way there will be no drones, and nobody will complain that he has had too much to do.

A COMMENCEMENT GATHERING

Jane Dengler

Invitations should go out on formal cards. They are hand printed in imitation of the style of graduation announcements. The card might say:

The Class of
of the School
Will Gather (date)
..... (time)
..... (Place)

If Juniors are to meet with Seniors, or if it is an all school party specify the graduation year of each class participating.

The meeting place is decorated to suggest a class room dressed up for a gala occasion. Chairs for guests may be placed in rows. A blackboard or two would not come amiss. Host or hostess dresses as the old fashioned school master or marm. "Teacher" must by all means wear "specks," and should carry a long ruler.

Guests are allowed to play in the school yard until time for classes. When "teacher" rings the bell, they file in and take their places at their desks. Classes begin immediately.

THE SPELLING CLASS

Pupils may be allowed to keep their seats and spell, each in turn. Or somebody may set up a clamor for a spelling match. At all events "teacher" gives out the words—preferably long words (conglomeration for instance) but not particularly difficult ones. After the pupils hear that they are to skip every third letter in spelling a word, they will agree that their problem is difficult enough without the burden of being given catch words.

THE CLASS IN AMERICAN LITERATURE

There are two projects in the literature class. One concerns books and another their authors. It might be well to divide the whole group into two camps, and allow them to compete. One group must guess the books. The other group concentrates on the authors.

All About Books.

A Story of Snoozy Valley—Legend of Sleepy Hollow.

Dictator of the Morning Board—Autocrat of the Breakfast Table.

The Red Missive—Scarlet Letter.

Twice Two Thousand—The Four Million.

The Magic Image—The Talisman.

The Human Without a Land—Man Without a Country.

Goodbye Speech—Farewell Address.

Two Times Recounted Stories—Twice Told Tales.

Stories of a Roadway Hotel—Tales of a Wayside Inn.

The Passing Over—The Crossing.

The Gallant Sir from the Hoosier State—Gentleman From Indiana.

Miniature Ladies—Little Women.

Existence on the Father of Waters—Life on the Mississippi.

Poverty Stricken Dick's Calendar—Poor Richard's Almanac.

Home of Three and Four Peaks—House of Seven Gables.

Men who Wrote—

A fish—Albert Pike.

A Bit of Earth—Henry Clay.

A Tall Man—Henry W. Longfellow.

A Group of Dwellings—Oliver Wendell Holmes.

A Tale—William Wetmore Storey.

A Question—Julia Ward Howe.

A Salutation—Edward Everett Hale.

An Opener—Francis Scott Key.

A Small Flowering Tree—Nathaniel Hawthorne.

A Barrel Maker—James Fenimore Cooper.

THE CLASS IN DOMESTIC ARTS

Old fashioned one-piece clothespins are distributed. (The kind with heads). In the middle of the floor or on a table, is placed a box with a large assortment of bits of colored crepe paper. Plenty of pins, scissors, needles and thread are available. Guests are told to use their own ingenuity in dressing a doll. If the group leader will use a little skill in dropping a suggestion here and there, guests will find themselves dressing a commencement party; and when the time comes for them to parade before the judges stand to determine the cleverest dressed clothes-pin doll, the judges may be "school directors" before whom the graduating class passes in review. It might be well for the leader to work out a few ideas for "Paris creations" beforehand so she may offer suggestions to some of the less skilled dress designers.

THE MATH CLASS

As a variation of "Buzz" guests are requested to count in rotation. Every

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number containing the word 8 or a multiple of eight shall be eliminated and the word "commencement" substituted. For example, 56 would be 7 times commencement; 58 would be fifty commencement. As pupils miss, they drop out of the game until only the winner remains.

TRYOUTS FOR THE CLASS PLAY

A "director" is appointed who proceeds to look over the group for good material. In turn each member of the group becomes the director's victim and must perform any task set by the director, no matter how ridiculous it is. A good opportunity for fun—for all but the victim.

At the refreshment hour guests are offered diploma sandwiches. Gold medals (round, golden brown cookies) and coffee. Nuts or olives may be added if desired. Diploma sandwiches are made in either of two ways.

Sandwiches (diploma) Number 1.—Remove the crust from a loaf of fresh bread. Slice it very, very thin. Lay slices on a damp cloth for a few minutes. Spread with a smooth, soft sandwich paste and roll. Tie with a bit of ribbon.

Sandwiches (diploma) Number 2.—Roll biscuit dough very thin. Cut in strips about two inches square. Place a bit of deviled ham at the center of each strip. Roll and bake in a quick oven.

On the plate of each graduate there might be a small paper diploma, with the name of the guest written on its outer surface. Inside there is the record that _____ has completed the degree of _____. Make them personal. For an athlete,—M. A. (Master of Athletics), for a singer (Master of Song) M. S. Write your own to fit.

N.B. In the classes involving guessing contests, variety will be gained if the

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manner of presenting them is changed each time. For one pass out slips of paper and distribute pencils. Another might be written on the blackboard and each individual in turn called on to answer a single question. Again, "teacher" may read the questions aloud, signaling which of the pupils is to answer.

A GYPSY PATERAN

Jane Dean

This is equally effective as a spring or fall gala gathering. Nor would summer be inappropriate. It will prove especially effective as a sun-set party which continues on into the night. Watch the calendar for clear weather and preferably a moon. An evening warm enough to permit leaving coats at home will be all to the good.

Guests are asked to come dressed as gypsies. Cars are provided for the entire party. Guests are transported to within a quarter to half a mile of the final destination.

Long before the cars arrive at the starting point the trail has been blazed for them. Guests must follow the trail along a brook and across it, up one hillside and down another. Any prearranged symbol may be used for trail blazing. Bits of confetti bits of gaily colored cheese cloth or crepe paper, sticks crossed in a peculiar fashion—any of these would serve. Trail signs should not be placed so close together that following the trail becomes merely a matter of form. Neither should they be so far apart that the gypsies become confused and discouraged.

At the end of the trail the troupe comes out upon a cleared space, preferably near running water with a hillside somewhere within view. At the very center of the camp there is a boiling pot hung from a huge tripod. The hungry guests do not have to be told that the contents is Gypsy stew.

The stew is, of course, a glorified vegetable and meat stew. It has been prepared beforehand and is merely "warmed up" over the blazing campfire. The Mother queen of the gypsies, who the troupe find presiding over the pot when they arrive, knows this. But for the new arrivals the pot seems just to have just reached the perfect state of doneness, with the flavors of mealy potatoes, fragrant onions and succulent carrots blended

gloriously with the aroma of the meat and its rich browned gravy. Coffee (served from tin cups), buns and garden fruits or berries completes a satisfying meal for a band of hungry gypsies.

Refreshments are served immediately. As the no longer hungry band sits about munching on the last bit of bun or berry there appears before them a band of other gypsies. (The aforementioned hillside, if the country goes in for hills is a splendid place for the gypsies to appear.) A soloist, or even a quartet, sings gypsy melodies in the twilight. Or perhaps someone tells a simple gypsy tale and the story is acted out in pantomime. Again, myths of nature, peculiar to the gypsy people may take the place of the story of the race itself.

Before the group has had a chance to become restless, and before the mood of seriousness had palled on the camp the

A Textbook on the Paris Pact

Which educators no doubt will appreciate and welcome. It is a most concise statement regarding the history and operation of the Paris Pact and should be used in all high schools in connection with the history work. The Paris Pact is a part of history and it should have a place in the course of study of every high school.—W. I. Early, Principal, Washington High School, Sioux Falls, South Dakota.

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tone of the party may be changed. Story tellers, songsters and pageant performers fade into the background and out of the gloom comes a gypsy fortune teller. Peering into the faces of the guests she begins to foretell the future. Here is a chance for some good rare fun.

Another fortune teller, by the aid of a flashlight or working quite close to the camp fire, which is kept still burning, reads palms of any of the gypsies who wish to have their fortunes told.

If the party becomes quiet again a leader may tell gypsy legends or some member of the group well liked by all the rest may read aloud bits of out-door verse. As the camp fire dies down into embers the group will gladly join in singing gypsy melodies and songs of the woods and fields. In the meantime cars have been driven almost to the picnic grounds and when the group is ready to leave it they will not be forced to walk very far.

Suggestions:

The Gypsy Pateran may be an afternoon party. It works best as an evening party. But it is quite effective if all of its features take place after dark. In this case method of procedure must be changed a bit. The trail should be blazed with lights (lantern or flashlight.) All places which might prove stumbling grounds for any of the gypsies should be provided with a guide, who with flash light and helping hand aids the band across brook or tree trunk. For an after-night party, cars had better be driven to within a few hundred yards of the picnic grounds. After all hiking in the dark is difficult.

The Pateran would be found effective too for a camp cook-out. During a week or so of camp life, even camp meals can begin to pall unless some variety is introduced. Try a cook-out in the form of a Gypsy Pateran. The crowd will probably vote to repeat the performance every season.

A HOBBY PARTY

Ida Dengler

Such a dinner or luncheon has the advantage of being equally well adapted to waiter filled dining room or simple school cafeteria. It might even be staged in a garden or picnic ground.

Special invitations are unnecessary.

Newspaper publicity would suffice. But if you want an invitation, this might suit you:

Though our notions aren't so **stable**
We believe we're on the **track**
Of a pace that's **bound** to please you
When the **starter's** pistols crack.
With a **straight of way** before you
We agree we will provide
Any number of selections
In the **hobbies** you may ride.

If you go to the trouble of invitations at all why not print them on miniature hobby horses cut from art paper?

Tables accommodate from six to eight people. Centerpiece and favors carry out the idea of the hobby which is "ridden" by the diners at that table. Here are some that are designed to cover some major interests.

A TRAVEL TABLE

The centerpiece is of toys of locomotion: an airplane, an auto, a boat, maybe a train. A miniature grip would help. Favors may be steamship folders, or travel booklets. Programs may be slipped inside.

A FLOWER GARDEN TABLE

The centerpiece may be a miniature garden (in a glass bowl or on a mirror) or a vase of flowers. Tiny inch high flower pots make excellent favors. Cut flowers would serve equally well. Programs (until opened) look like seed catalogues.

A BOOK TABLE

Centerpiece is a row of tiny books between tiny book ends. Favors are miniature books. Programs are between covers which resemble books. Failing this, get the bookstore to provide book jackets (the colorful ones that cover current fiction).

AN ART TABLE

A bit of statuary will be excellent for a centerpiece. Tiny prints of good paintings are good favors. Programs may be inside a folder of art paper. The cover carries a good print of a well known painting.

Other ideas may be worked out also.

A spokesman from each table makes a brief and presumably clever talk (not over five minutes), as to why his is the best hobby. (Arrange this beforehand so the speaker will be prepared).

If the meal is informal let each table arrange a charade or stunt connected with its favorite hobby.

School Activities Book Shelf

INTERNATIONAL TRAFFIC IN ARMS AND MUNITIONS, by J. E. Johnsen. Published by the H. W. Wilson Company, 1934.

This number of the *Reference Shelf* of this publisher should be of interest to the debater, to the general reader, and to the student of the war-and-peace question. In addition to affirmative and negative briefs on the question: "Resolved: That the nations should agree to prevent the international shipment of arms and munitions," the book includes a comprehensive bibliography of books, pamphlets, documents and periodicals, listed under the affirmative and negative sides of the question. It also contains some thirty discussions taken from speeches, book reviews and current periodicals. This book merits a place in every school library.

LIVING TOGETHER IN THE FAMILY, by Lemo T. Dennis. Published by American Home Economics Association, 1934.

This book treats of the every day situations that arise in modern family life. It is written primarily for young people of high school age, but it will be helpful to people of any age. It brings out the fact that successful family living is not accomplished without efforts and it shows how efforts may be applied to that end. Schools that somehow promote the reading of this book will help to meet a prevalent need in the homes represented there.

VOCATIONS FOR WOMEN, by Adah Pierce. Published by the Macmillan Company, 1933.

This book was written for high school and college girls who are interested in a profession to serve as a career or interlude between graduation and marriage. The author describes the professions and vocations open to women. She tells something of what requirements must be met for success in each and of what remuneration may be expected. She offers in her various chapters only what is endorsed by a number of outstanding women in the fields treated. At the close of each chapter she gives a full list of

chances for readers who would follow out the possibilities of that particular line of work exhaustively. This is a good book on vocational guidance for women.

PARENTS, CHILDREN, AND MONEY, by Sidonie M. Gruenberg and Benjamin C. Gruenberg. Published by the Viking Press, 1933.

This is a book that will appeal to both parents and children. It deals with a vital subject in a vigorous manner. Its point of view includes the pedagogical dogma that children learn to do by doing. Its method is based upon the idea that the "allowance" is an educational instrument rather than a concession or indulgence. It challenges many accepted practices and will appear "radical" to many readers. However, it is highly interesting and sets forth many ideas that upon second thought appear highly valid. It is a most readable and valuable book.

WAR IS A RACKET, by General Smedley D. Butler. Published by Round Table Press, 1933.

After 33 years in military service, this hard-hitting soldier, who won more medals than any other soldier ever received in our history, has turned against his life-long profession and exposes war as a racket. He states that the major cause of war is profits for the few. He gives a moving statement of who pays for war. Then follows his simple, hard-headed program for preventing future wars. The gist of the final chapter of this very readable book is that by putting our people to work at the "constructive job of building a greater prosperity for all peoples—we can all make more money out of peace than we can out of war—even the munition makers.

SCENES FOR STUDENT ACTORS, by Francis Cosgrove. Published by Samuel French, 1935.

As an assortment of highly dramatic scenes from the best modern plays this book offers everything. While too sophisticated for most school uses, these selections should meet perfectly the need of

student actors for material to test, develop, and exhibit their talent. There are forty-five scenes from such plays as Eugene O'Neil's *AH WILDERNESS!*, George S. Kaufman and Edna Ferber's *DINNER AT EIGHT*, Noel Crawford's *CALVALCADE*, Leopold Atlas' *WEDNESDAY'S CHILD*, and Rudolph Beiser's *THE BARRETS OF WIMPOLE STREET*. Separate sections of the book are given to selections for one man, one woman, two men, one man and one woman, two women, and other combinations of various numbers of men and women. This is an excellent book for the purpose for which it was compiled and edited.

A SELECTED BIBLIOGRAPHY OF ELEMENTARY SCHOOL LIFE ACTIVITIES

(Continued from Page 27)

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"If we need more jurists among lawyers, more medical scientists among the doctors, and more statesmen among the politicians, we need also more educators among the pedagogs."—Dean Henry W. Holmes, Harvard University.

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Comedy Cues

Visitor, looking over fraternity house, "Don't you know that roller towels are against the law?"

Student: "Oh yes, but that one was put up before the law was passed."—The Country Teacher.

SPEED AHEAD

"It was Grandad's ambition to have a 'gig and a gal'."

"Yes, and Dad wanted to have a flivver and a flapper."

"And the son, will probably want a plane and a Jane."

Neighbor: I hear your boy Josh is a genius and that he's interested in perpetual motion.

Farmer Hawbuck: No, sir, you're wrong. All he's interested in is perpetual rest.—Pathfinder.

Dentist: "Do you use tooth paste, my boy?"

Freshman: "No, sir; my teeth aren't loose."—The Bulletin.

'Twas in a restaurant they met,
Romeo and Juliet.
He had no cash to pay the debt,
So Romeo'd what Julie't.

Lady Customer, in shoe store: "Of course, I want them comfortable, but at the same time good looking and attractive."

Clerk: "Yes, madam, I understand—large inside and small on the outside."—Exchange.

Mrs. Youngbride—I want to buy a spring hat for my husband, for a surprise.

Dealer—What size does he wear?

Mrs. Youngbride—I didn't find out. But he wears a 15 shirt so I suppose he ought to wear about a 22 hat, wouldn't he?

Stranger—What train is this that's just coming in?

Station Agent—That's the 4:03 last Monday afternoon.

Stranger—I'll take it. When will I get to Podunk?

Agent—You'll get to Podunk at 3:44 day before yesterday morning, according to the timetable.

"Say," said the prospect, who was being given a demonstration in a used car, "what makes it

jerk so much when you first put it in gear?"

"Ah," the suave salesman explained, "that proves it to be a real car—it is anxious to start."—The Country Teacher.

Doction: I am somewhat in doubt as to whether yours is a constitutional trouble or not.

Patient—For goodness' sake, doctor, you don't mean that I will have to go to all the expense of taking my case to the Supreme Court, do you?

A Southern judge was perplexed over the conflicting claims of two Negro women each of whom asserted that a certain cute little black baby belonged to her. Finally the judge thought of Solomon and told the two women that he would divide the baby in two and give each of them half. They were so shocked that they both screamed: "Don't do dat, boss. You kin keep him yourself."—Pathfinder.

BIBLE COUPLES

It was Sunday morning in a men's class in an English church school.

"Will you please tell me," said a member to the teacher, "how far in actual miles Dan is from Beersheba? All my life I have heard the familiar phrase 'from Dan to Beersheba,' but I have never known the distance."

Before the answer could be given, another member arose in the back of the room, and inquired:

"Do I understand that Dan and Beersheba are the names of places?"

"Yes."

"That is one on me. I always thought that they were husband and wife, like Sodom and Gomorrah."—Journal of Education.

WELL, IT'LL DO!

Teacher: "Johnny, can you define nonsense?"

Johnny: "Yes, teacher—an elephant hanging over a cliff with his tail tied to a daisy!"—Bee Hive.

Two film magnates were talking. "How'd the new picture turn out?" asked the first.

"Not so good," replied the other. "I'm afraid it's only colossal."—Scholastic.

Diner (examining menu): "Chicken croquettes, eh? What part of the chicken is the croquette?"

Friend: "It's the part that goes onto the table last."—Montreal Star.

Classified Index

Volume VI—Nos. 1 to 8 inclusive

For May (No. 9) items see table of contents pp. 1

ASSEMBLIES

- School Assemblies (Programs for September)
 - M. Channing Wagner. Page 9, Sept. '34
- School Assemblies (Programs for October)
 - M. Channing Wagner. Page 9, Oct. '34
- School Assemblies (Programs for November)
 - M. Channing Wagner. Page 5, Nov. '34
- School Assemblies (Programs for December)
 - M. Channing Wagner. Page 6, Dec. '34
- School Assemblies (Programs for January)
 - M. Channing Wagner. Page 14, Jan. '35
- An Effective Color Ritual—Lillian Shuster
 - Page 18, Jan. '35
- School Assemblies (Programs for February)
 - M. Channing Wagner. Page 5, Feb. '35
- New Spirit in Assembly—Alice Hackman.
 - Page 9, March '35
- School Assemblies (Programs for March)
 - M. Channing Wagner. Page 19, March '35
- School Assemblies (Programs for April)
 - M. Channing Wagner. Page 11, April '35

ATHLETICS

- Football Rally Stunt—H. E. Chastain. Page
 - 31, Sept. '34
- Improving the Inter-School Contest Program
 - Elmer H. Wilds. Page 3, Oct. '34
- Competitive Athletics for Girls—Walter R.
 - Smith. Page 3, Feb. '35
- Dad's Basketball Game—C. B. Hendrix. Page
 - 27, Feb. '35
- Game of Volley Basketball—Raymond Welsh.
 - Page 36, Feb. '35

BANQUET PROGRAMS

- The Treasure Hunt as a Banquet Motif—Lillian Berreman. Page 33, April '35
- A Scotch Banquet. Page 35, April '35
- Flying High for Your Banquet and Prom—A.
 - Bess Clark. Page 36, April '35
- Banquet Toasts. Page 38, April '35
- Old Truths for New Banquet Speeches—Eunice W. Quimby. Page 41, April '35

BIOGRAPHIES

- N. Robert Ringdahl. Page 25, Sept. '34
- Walter R. Smith. Page 27, Oct. '34
- Olivia Pound. Page 28, Nov. '34
- Alexander C. Roberts. Page 22, Dec. '34
- Evan E. Evans. Page 29, Jan. '35
- Charles Forrest Allen. Page 16, Feb. '35
- Philip W. L. Cox. Page 24, March '35
- Charles R. Foster. Page 28, April '35

CLUBS

- Personality Improvement — Marie Marsh.
 - Page 7, Sept. '34
- Worldwide Fellowship in Service—Ruth Evelyn Henderson. Page 23, Sept. '34
- How Big a School Project Can Become—O. R.
 - Parsons. Page 23, Nov. '34
- Consolidated Group Activities—F. M. Cook.
 - Page 8, March '35
- A Charm Class for Girls—June Donahue.
 - Page 19, March '35
- A Plan to Regulate High School Fraternities
 - Eli C. Foster. Page 8, April '35

COMMENCEMENT

- A Dramatized Commencement Program—J.
 - Frank Faust. Page 17, April '35

- A Commencement Based on Ten Social and
 - Economic Goals—Eugene P. Bertin. Page
 - 23, April '35

- Stunt for Class Day—Jane Dengler. Page 38,
 - April '35

DEBATE

- The Affirmative Case—Harold E. Gibson.
 - Page 19, Sept. '34
- The Negative Case—Harold E. Gibson. Page
 - 12, Oct. '34
- Affirmative Rebuttal Plans—Harold E. Gib-
 - son. Page 16, Nov. '34
- Negative Rebuttal Plans—Harold E. Gibson.
 - Page 11, Dec. '34

DRAMATICS

- Puppetry for the School—Heler. Rogers. Page
 - 17, Sept. '34
- Stage Equipment—F. A. Boggess. Page 16,
 - Oct. '34
- Plays Made More Profitable—Marie Marsh.
 - Page 20, Dec. '34
- Learn to Take Your Part—P. A. Swenson.
 - Page 22, March '35

EXTRA-CURRICULAR ACTIVITIES (General)

- A High School Scholarship Fund—Frances L.
 - Smith. Page '3, Sept. '34
- Uses of School Bulletin Boards—Mary De-
 - Badts. Page 14, Sept. '34
- Open School Night—J. Fred McMurray. Page
 - 5, Oct. '34
- Community Celebration Programs—Tercen-
 - tenary Celebration Committee. Page 18,
 - Oct. '34
- For the New Parent-Teacher Program—Ma-
 - tilda Rose McLaren. Page 19, Oct. '34
- Mahomet Approaches the Mountain—Argot
 - E. Anderson. Page 9, Nov. '34
- Practical Training of Teachers for Extra-
 - Curricular Leadership—G. T. Hicks. Page
 - 3, Dec. '34
- Recognition for All Activities—Chester C.
 - Diettert. Page 4, Dec. '34
- A Laboratory for Character Education—J. F.
 - Findlay. Page 3, Jan. '35
- The Cart before the Horse—V. H. Culp. Page
 - 5, Jan. '35
- Noon Hour Leisure—Carl A. James. Page 17,
 - March '35
- Living in a High School—Effingham Murray.
 - Page 3, April '35
- Participation in Extra-Curricular Activities
 - Among Delinquent Boys—George E. Hill.
 - Page 5, April '35

FINANCING ACTIVITIES

- A Coupon Finance Plan—R. L. Jewell. Page
 - 12, Sept. '34
- Guiding Student Buying—A. G. Huggett.
 - Page 7, Jan. '35
- How Parents Regard Extra-Curricular Ac-
 - tivities—Paul E. Klinedinst. Page 10,
 - Jan. '35
- Reservation Free—N. C. Rany. Page 11,
 - Feb. '35

GUIDANCE

- Extra-Curricular Activities and Guidance—
 - Elmer H. Wilds. Page 3, March '35
- Extra-Curricular Mazes—Wallace Garneau.
 - Page 5, March '35

HOME ROOMS

- Student Reaction to Home Rooms—C. O. Wil-
 - liams. Page 3, Nov. '34

Spreading Christmas Cheer—M. P. McMillin.
Page 17, Dec. '34

Know Your Community—Berenice Mueller
Ball. Page 19, Dec. '34

MUSIC

Iowa School Music Day—Agnes Samuelson.
Page 7, Oct. '34

Small Vocal Groups—George F. Strickling.
Page 13, Nov. '34

Deaf and Dumb Judges—Joe Berryman. Page
22, Nov. '34

PARTIES

A Freshman Hello Party—Ruth C. Anderson.
Page 35, Sept. '34

A Show Boat—Ann D. Harmacek. Page 36,
Sept. '34

A Circus Social—Juliette Frazier. Page 36,
Oct. '34

A Nut Party—Mary D. Hudgins. Page 37,
Oct. '34

Jitney Dinner—Odis Lee Harris. Page 38,
Nov. '34

A Vacation Party—Juliette Frazier. Page 38,
Nov. '34

A Pre-Christmas Gala Gathering—Mary Dee.
Page 35, Dec. '34

Pepping up the Christmas Party—Jane
Dengler. Page 37, Dec. '34

A New Deal Party—Mary Dean. Page 35,
Jan. '35

A Snow Party—Ida Dengler. Page 36 Jan. '35

At-the-Sign-of-the-Heart Party—Mary Dee.
Page 31, Feb. '35

In Honor of George Washington—Mary Mur-
ray. Page 33, Feb. '35

A Hearts Affair—Emma K. Miller. Page 35,
Feb. '35

Game of Volley Basketball—Raymond Welsh.
Page 36, Feb. '35

A March Whirl—Roberta Earle Windsor.
Page 34, March '35

St. Patricks Day Frolic—Jane Dengler. Page
35, March '35

A State's Party—Crissie J. Anderson. Page
37, March '35

An Easter Gathering—Jane Dengler. Page
42, April '35

A Hawaiian Party—Martha Dee. Page 43,
April '35

A Senior Prom or Party. Page 45, April '35

PLAYS

Americans in the Hall of Fame—R. J. Gale.
Page 26, Sept. '35

The Boy of Genoa—Blanche Graham Wil-
liams. Page 22, Oct. '34

Plymouth Days—Berenice Mueller Ball. Page
25, Nov. '34

Bawl Days—Emma Mae Vickery. Page 24,
Jan. '35

Candle Light and Crinoline—Norma Pelunek.
Page 12, Feb. '35

PUBLICATIONS

Special Convention Issue of H. S. Newspaper
Neal M. Wherry. Page 33, Oct. '34

The Mimeographed Annual—H. L. Firebaugh.
Page 19, Nov. '34

Whittier News Birthday Party—Amy Shively
Grubb. Page 14, Dec. '34

A Newspaper Dream—Ruth Pettigrew. Page
19, Jan. '35

Material of the High School Handbook—W.
Lester Carver. Page 14, March '35

STUDENT GOVERNMENT

Student Participation in School Control—J.
F. Findlay. Page 5, Sept. '34

My Views on Student Government—John S.
Neal, Jr. Page 13, Jan. '35

Organization and Activities of the N.A.S.G.O.
Warren E. Schuell. Page 10, Feb. '35

STUNTS

A Song Pageant—Ann D. Harmacek. Page
31, Sept. '34

Football Rally Stunt—H. E. Chastain. Page
31, Sept. '34

The Overall Boys—Irene Barber. Page 32,
Sept. '34

Columbia County's Family Tree—Katherine
M. Hadden. Page 31, Oct. '34

A Machine of Mystery—Lois Fry. Page 32,
Oct. '34

Special Convention Issue of the H. S. Paper
Neal M. Wherry. Page 33, Oct. '34

Doll Hats—Kenneth Stalcup. Page 35, Oct. '34

Another World's Fair—Mabel S. Van Tassell.
Page 34, Nov. '34

The Egyptian Mind Reader—Ruth Valery.
Page 35, Nov. '34

Simple Simon's Bath—Kenneth Stalcup. Page
36, Nov. '34

The Adoration—W. N. Viola. Page 26, Dec. '34

Girls of Oriental Races Work Together. Page
27, Dec. '34

Peek-A-Boo—Emma K. Miller. Page 27,
Dec. '34

A White Gifts Christmas—Ruth C. Anderson.
Page 30, Dec. '34

Around the World in Fifteen Minutes—Eve-
lyn Wood Owen. Page 32, Dec. '34

Robin Hood's Ball—Frances Burnham. Page
31, Jan. '35

The Central High Smilers—Naomi Irvin.
Page 31, Jan. '35

It Ain't Gonna Pain No More. Page 31,
Jan. '35

I'm Forever Blowing Bubbles—L. E. Eubanks.
Page 32, Jan. '35

Of Thee I Sing. Page 34, Jan. '35

George Washington High School Pageant—
Margaret McWilliams. Page 22, Feb. '35

Let Us Honor Lincoln—Mary Bonham. Page
22, Feb. '35

Ten Historical Pictures—W. N. Viola. Page
25, Feb. '35

Dad's Basketball Game—C. B. Hendrix. Page
27, Feb. '35

Hall of Fame—Marion Elder. Page 28, Feb. '35

Irish Variations—Mary Bonham. Page 29,
March '35

Driving the Snakes out of Our Land—Emma
K. Miller. Page 29, March '35

Now's the Time to Get Ready for a Circus—
Berenice Mueller Ball. Page 31, March '35

New Thoughts on Old Songs. Page 33, Mar. '35

The Treasure Hunt as a Banquet Motif—Lil-
lian Berreman. Page 33, April '35

Flying High for Your Banquet and Prom—
A Bess Clark. Page 36, April '35

To You and You at the Spring Banquet
(toasts). Page 37, April '35

Stunt for Class Day or Assembly—Jane
Dengler. Page 38, April '35

Inspiration (pageant)—Doris Oleson. Page 39,
April '35

Old Truths for New Banquet Speeches—Eu-
nice W. Quimby. Page 41, April '35

MAY

1935

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